

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	IDAHO MASTERY EDUCATION NETWORK UPDATE	Motion to Approve
3	PROPOSED RULE DOCKET # 08-0202-1701 – RULES GOVERNING UNIFORMITY – PROFESSIONAL STANDARDS COMMISSION RECOMMENDATIONS	Motion to Approve
4	PROPOSED RULE DOCKET # 08-0202-1702 – RULES GOVERNING UNIFORMITY – INCORPORATED BY REFERENCE – STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS	Motion to Approve
5	PROPOSED RULE DOCKET # 08-0203-1703 – RULES GOVERNING THOROUGHNESS – INCORPORATED BY REFERENCE - EXTENDED CONTENT STANDARDS	Motion to Approve
6	PROPOSED RULE DOCKET # 08-0203-1704 – RULES GOVERNING THOROUGHNESS – INCORPORATED BY REFERENCE - SPECIAL EDUCATION MANUAL	Motion to Approve
7	PROPOSED RULE DOCKET # 08-0203-1705 – RULES GOVERNING THOROUGHNESS - IDAHO CONTENT STANDARDS – SCIENCE, DRIVERS EDUCATION, INFORMATION AND COMMUNICATION TECHNOLOGY	Motion to Approve
8	TEMPORARY RULE – IDAPA 08.02.02.015.02 – RULES GOVERNING UNIFORMITY – ENDORSEMENTS – PUPIL SERVICE CERTIFICATES - OCCUPATIONAL AND PHYSICAL THERAPIST ENDORSEMENTS	Motion to Approve
9	NAMPA-VALLIVUE SCHOOL DISTRICT BOUNDARY EXCISION/ANNEXATION	Motion to Approve
10	PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve
11	ESSA CONSOLIDATED STATE PLAN	Motion to Approve

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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the State Board, including:

- Assessment/testing update
- Math diagnostics

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Amendment to Title 33, Chapter 16, Idaho Code – Mastery-Based Education

REFERENCE

October 2014	Board adopted recommendations for implementing the 2013 Task Force recommendations, including implementation of those regarding mastery-based education in Idaho's public schools.
May 2015	Board received a presentation from the Foundation for Excellence in Education regarding mastery-based education and possible partnership opportunities.
January 11, 2016	Board endorsed the Governors 2016 Legislative Initiatives, including funding for the mastery-based education pilot programs
June 2017	Board received a brief update from the State Superintendent of Public Instruction on the mastery-based pilot program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1632, Idaho Code

BACKGROUND/DISCUSSION

Idaho currently has 19 incubators, consisting of 32 schools participating in the mastery-based education program. The schools used the 2016-2017 school year to design, plan, and collaborate in order to chart the course for Idaho's shift to student progression based on demonstrated mastery, not seat time. As the program has progressed through early stages of planning and design, the Department of Education (Department) has heard from several schools who would like to participate.

Currently, 33-1632, Idaho Code has capped the mastery-based education program at a cohort of 20 incubator LEAs/schools. In order to build and scale the approach, the statute must be amended so that more schools may participate. The Department seeks to amend the statute to bring on additional cohorts of 20 LEAs/schools each.

IMPACT

The public schools support program currently contains a line item for mastery-based education funded at \$1.4 million for the 2017-2018 year. These funds are used for professional development, a statewide awareness campaign, coaching, purchased services, travel, supplies/materials, and stipends. To accommodate the increase of incubators from 20 to 40, the Department intends to include an additional \$1.4 million in its 2018-2019 budget request.

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Mastery-based education is a generational shift that will benefit students of all learning styles and abilities. Currently, Idaho's 19 incubator cohort directly impacts the learning of 22,000 students. This statutory amendment would impact an additional number of students roughly equal to the first cohort, with the potential for more cohorts in subsequent years. In addition, engaging more LEAs and schools will increase the state's capacity for developing new innovations and policy changes that will advance Idaho's mastery education approach.

ATTACHMENTS

Attachment 1 – Proposed Statutory Amendment	Page 5
Attachment 2 – Mastery Education Presentation	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board facilitated the work of five (5) subcommittee's working on recommendations for implementing the 2013 Education Improvement Task Force Recommendations. The Structure and Governance Subcommittee's responsibilities included implementation strategies for the shift to a mastery-based system where students advanced based upon content mastery, rather than seat time requirements. The subcommittee found there were no prohibitions in state law to moving to a mastery-based system, and that there is specific authorization in Administrative Code that allows school districts and charter schools to develop their own mechanisms for assessing student mastery of content and awarding credits for the mastery at the secondary level. The subcommittee recognized that there were some barriers in how school districts reported students in specific grade levels to the state for funding, however, most barriers were largely perceived rather than actual obstructions. The excerpts are from the recommendations adopted by the Board in 2014 (the full recommendations may be viewed on the Board's website):

1. We recommend that Idaho create an “incubator” model designed to identify and support those districts\charters that are willing and ready to start moving toward a competency based education system in grades K-6.
 - a. That assessment would be used to create the initial cohort of districts/charters, and should include a demographically representative group of districts/charters. That cohort would provide support for staff professional development, stakeholder education, and ongoing assessment and coaching.
 - b. These “Incubator” districts\charters would collect relevant data to allow for meaningful analysis of the process. This data would be used to identify future improvements and modifications.
3. We recommend that the State Board, State Superintendent, Legislature, and Governor support a statewide awareness effort concerning “Competency Based Education.”

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This could be accomplished in partnership with [Re-Inventing Schools Coalition] RISC, if recommendation #2 is adopted. There is a clear need for better understanding of competency based education by legislators, business leaders, education administrators, teachers, parents, and students. If this is done correctly, the demand for becoming an “incubator” would start to increase.

6. We recommend that over the next five years all districts\charters adopt a mastery based assessment report card which is aligned to Idaho's statewide standards.

BOARD ACTION

I move to endorse the Superintendent of Public Instruction's proposal to amend Section 33-1632, Idaho Code, as identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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TITLE 33

EDUCATION

CHAPTER 16

COURSES OF INSTRUCTION

33-1632. MASTERY-BASED EDUCATION. (1) The legislature finds that moving toward a mastery-based model of education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of Idaho students. The legislature further finds that moving from the current time-based system with a mastery-based model will allow for more personalized and differentiated learning; create a focus on explicit, measurable, transferable learning objectives that empower students; and emphasize competencies that include application and knowledge along with skill development.

(2) The state department of education shall perform the following activities to move Idaho toward a mastery-based education system:

(a) Conduct an ongoing statewide awareness campaign to promote understanding and interest in mastery-based education for teachers, administrators, parents, students, business leaders and policymakers; and

(b) ~~Establish~~ Maintain a committee of educators to ~~identify roadblocks and possible solutions in implementing mastery based education and develop recommendations for the incubator process~~ review and examine outcome data and determine best practices among the schools and districts during implementation. The committee will develop evidence-based recommendations for continued implementation and continue to identify roadblocks and possible solutions to support scaling a mastery-based system; and

(c) Facilitate the planning and development of an incubator process and assessments of local education agencies to identify the initial cohort of up to twenty (20) local education agencies to serve as incubators in fiscal year 2017, and subsequent cohorts of up to twenty (20) local education agencies beginning in fiscal year 2019.

(3) The state department of education may expend or distribute moneys appropriated for purposes identified in subsection (2) of this section. The cost of activities provided for in this section shall be paid by the state department of education from moneys appropriated for this program in the educational support program budget as provided for in section 33-1002, Idaho Code.

(4) Not later than January 31 of each year, the state department of education shall report annually to the state board of education and the education committees of the senate and house of representatives regarding the progress toward implementing mastery-based education.

(5) For purposes of this section:

(a) "Incubator process" means a process where districts and charter schools that are willing and ready to start moving toward a mastery-based education system would be identified through site assessments and would form an initial cohort of incubators for mastery-based education. The incubators would receive support for staff professional development, stakeholder education and ongoing

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assessment and coaching. These incubators would provide data and best practices for continued implementation of mastery-based education.

(b) "Mastery-based education system" means an education system where student progress is based upon a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

History:

[(33-1632) 33-1630 , added 2015, ch. 68, sec. 1, p. 183; am. and redesig. 2016, ch. 45, sec. 1, p. 95; am. and redesig. 2016, ch. 47, sec. 17, p. 111.]

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Mastery Education: A Year in Review & Next Steps



Kelly Brady
Mastery Education Director
August 2017
Idaho State Board Presentation



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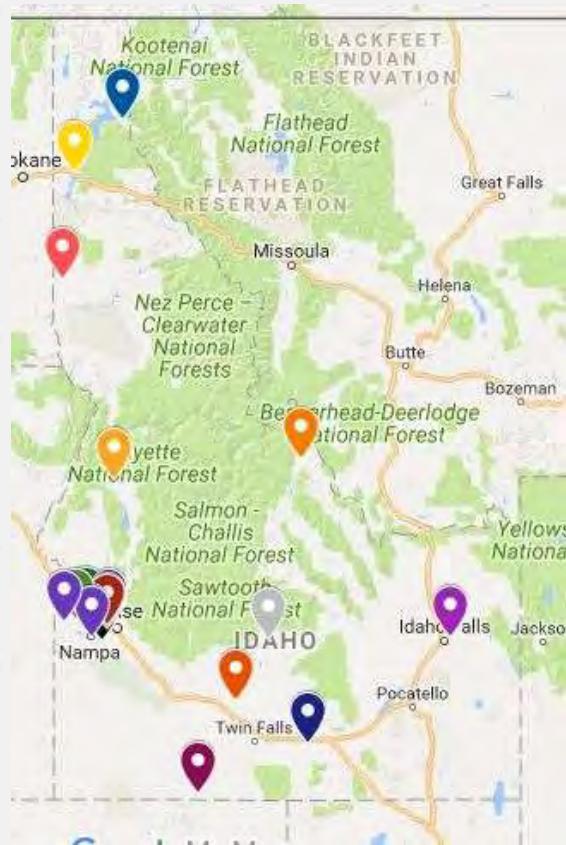
The history of American education
includes a graveyard of good ideas
condemned by pressure for fast results.

James Hiebert, Ron Gallimore, and Jim Stigler



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First Cohort Idaho Mastery Education Network (IMEN)



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Idaho Mastery Education Network – 19 Incubators, consisting of 32 schools

	Network Schools/Districts	Region	Type of School	Level	Students Impacted
1	Middleton – Middleton Academy	3	Alternative	9-12	120
2	Nampa - Union High School	3	Alternative	9-12	210
3	Silver Creek High School	4	Alternative	9-12	75
4	Vallivue-Rivervue Academy	3	Alternative	6-8	90
5	West Ada Academies	3	Alternative	9-12	481
6	Coeur d'Alene-Venture High School	1	Alternative	9-12	550
7	Three Creek School District	4	Public	K-8	13
8	Meadows Valley School District	3	Public	K-12	165
9	Wilder School District	3	Public	K-12	480
10	Notus School District	3	Public	K-12	400
11	Kuna School District-Ross/Indian Creek, Kuna Middle School, and Initial Point Alternative High School * Teed Elementary	3	Public	K-12	1434
12	Bonneville School District/Rocky Mountain Middle School *Filtering through the District	6	Public	6-8	130
13	Nampa School District-Greenhurst Elementary and Columbia High School	3	Public	K-12	15,000
14	Moscow School District/All Schools	2	Public	K-12	2253
15	Clark Fork Jr. & Sr. High School/*Adding 2-3 Elementary soon.	1	Public	6-12	108
16	Salmon School District/Jr. and Sr. High School	6	Public	K-12	780
17	North Valley Academy	6	Charter	K-8	180
18	American Heritage	4	Charter	K-12	180
19	Meridian Technical Charter High School	3	Charter	9-12	200
Possible Total Number of Students Impacted					22,847



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Five Tenets of Mastery-Based Education

1. **Competencies** include explicit, measurable, transferable learning objectives that empower students.
2. **Assessment** is meaningful and a positive learning experience for students.
3. Students receive **timely, differentiated support** based on their individual learning needs.
4. **Learning outcomes** emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.
5. Students advance upon **mastery**.

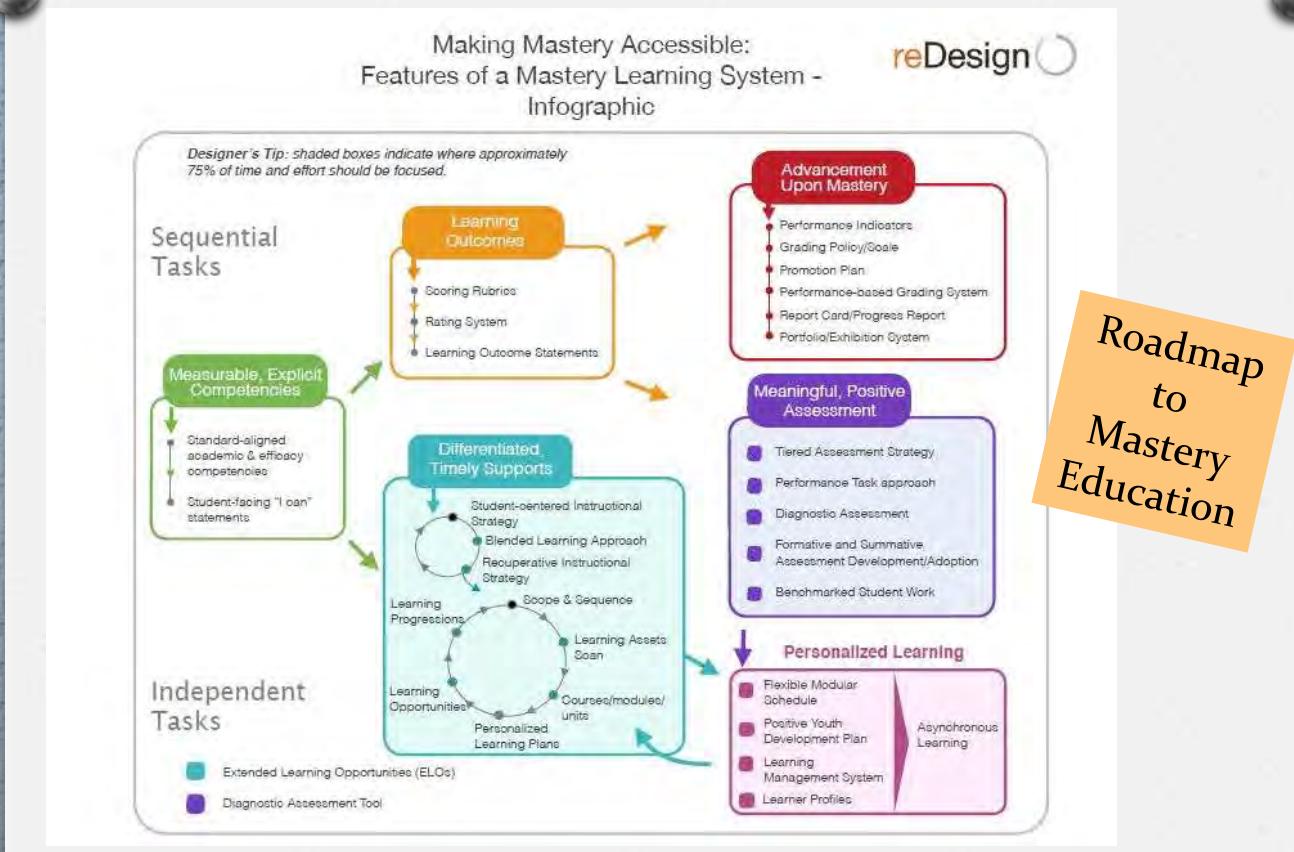


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Questions Mastery- based Education answers for **Students**

What is our VISION for a high school graduate?

How do we know students are making progress?

What does mastery-based learning look like inside (and outside) of the classroom?

How do we promote and credit students?

What work products and processes show evidence student learning?



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2016-2017 -Year in Review Planning and Design

CBE System Features: Scope of Change

What are competencies, and how do you build them?

ESTABLISHING COMPETENCIES

1. NAME IT
2. NAME IT
3. NAME IT
4. BUILD IT

Assessment Mapping

In my first year of college, what am I expected to complete?

reDesign

The Learning Cycle
Signature Practices of CBE Learning Models

Modular, Flexible Scheduling

Competency-Course-Portfolio Mapping

Human Capital structures

High-quality performance assessments

Frederick Taylor

Linearity Compliance Standardization

Grading, Promotion Policies & Practices

Implementation strategy and planning

OUR JOURNEY TOGETHER

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Successes

- Learning
- Credit Completion
- Increase in Test Scores
- Student Engagement
- Development of non-academic skills (College & Career readiness)



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Challenges



- Mindset and Communication
- Time
- Adaptive and Technical Skills
- ISEE or “perceived”
- Grading and Transcript (Scholarships and NCAA)
- State Testing
- Resistance to change takes TIME



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Expenditures

- Professional Development
- Stipends
- Technology
- Communication
- Travel
- Supplies/Materials



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A look
ahead at
tomorrow...



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Year 2 – Implementation Year

Leading successful change requires:

VISION

- + Goal articulation
- + Value-goal alignment
- + Communications strategy
- + Explicit behavioral end state

MODELING

- + Leader behaviors
- + Broker behaviors
- + External exemplars
- + Culture

REINFORCING STRUCTURES

- + Policies
- + Protocols
- + Time and resource allocations
- + Technology
- + Environment design

SKILL-BUILDING

- + Engaging learning opportunities
- + Coaching
- + Practice and Feedback
- + Models
- + Collaboration

(Adapted from Keller & Aiken, 2003)

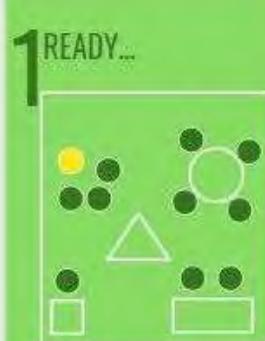


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Year 2 – Implementation Year

In the Classroom



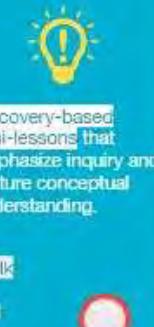
FLEXIBLE ENVIRONMENTS
time, space, furniture, resources, routines; enable multiple teaching and learning modes simultaneously, laying the groundwork for self-pacing and self-regulation.



FLEXIBLE STUDENT GROUPING based on student needs and specific learning targets enables timely, differentiated supports.



Regular student conferencing provides specific, actionable feedback (product and process).



Expanded student talk supports student meaning making and teacher attunement.



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Marsh Valley

Council

Westside

Hagerman

North Gem

Orofino

Challis

Idaho City

Pocatello Community Charter

Vallivue District

Lake Pend Oreille Alternative

Kootenai High School

Marsing

Bennett Mountain

COSSA

Twin Falls

Plummer Worley

Marsing

Freemont

West Jefferson

Garden Valley

Camas County Schools



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National Perspective



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- Academic success
- Fix our system of mixed messages
- College and Career success skills
- Transform learning spaces to meet the needs of students
- Connect schools more to their communities
- Assessments and performance will connect to career pathways
- Opportunity for students to advance
- Close the gap in learning

Possibilities



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Summer Institute



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Hear from the heroes...

Why?

What
successes/strong
shifts occurred?

What challenges
have you faced?



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Thank
You!



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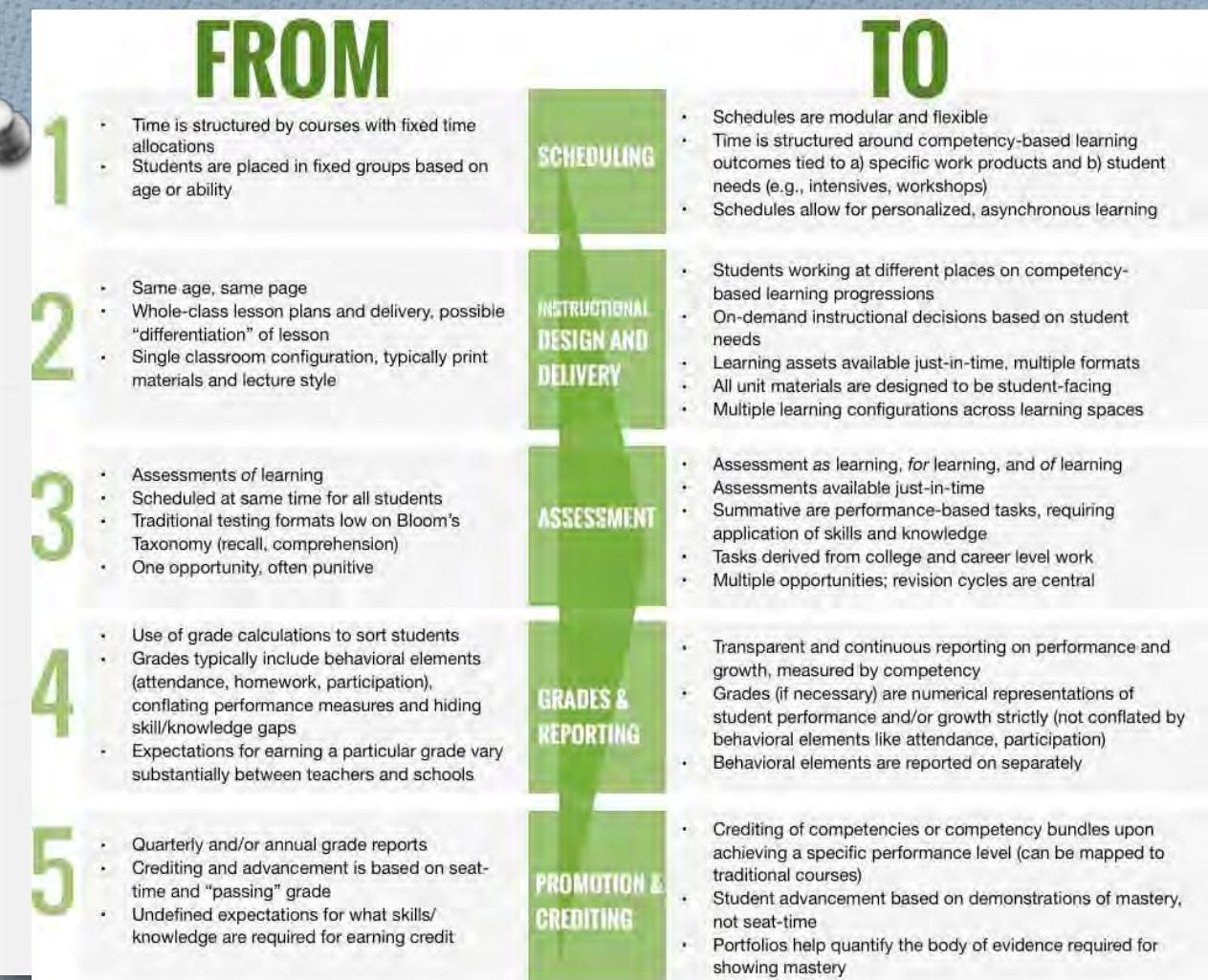
Addition slides for
your information.



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Preliminary Findings

- The most significant long-term evaluation of personalized learning (mastery-based) to date has been a multi-year study conducted by the RAND Corporation and funded by the Gates Foundation.
- The findings were promising and indicate significant learning gains for students in schools implementing personalized learning.

Key Findings:

- A majority of schools had positive effects on student mathematics and reading performance over two years.
- Growth continued to accumulate in the third year.
- Scores grew substantially relative to national averages.
- A large proportion of students with lower starting achievement levels experienced greater growth rates than peers, particularly in mathematics.
- Results were widespread, with a majority of schools having statistically positive results.

Perception - Identifying The Problem



Diplomas and credits based on seat time and passing grades have been sending mixed messages.

86% of surveyed community college students believe they are academically prepared for college



68% take developmental education.

90% of parents believe their children are at or above grade level in reading



34% of students are proficient in reading.

83% of community college students who were "A" students in high school believe they are on-track



39% earn a degree or certificate within six years.

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Docket No. 08-0202-1701, Proposed Rule Changes to IDAPA 08.02.02, Rules Governing Uniformity

REFERENCE

August 2014

Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revisiting the Idaho Foundation and Enhancement Standards for School Counselor, Special Education Generalist, Special Education Director, and School Psychologists and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

April 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 change by reference into IDAPA 08.02.02.004.01.

June 2016

Board approved amendments to the Idaho Standards for Initial Certification of Professional School Personnel revisiting Art, Biology, Chemistry, Communication, Drama, Early Childhood/Early Childhood Special Education Blended Certificate, Earth and Space Science, Economics, Elementary, Generalist, Health, Journalism, Mathematics, Music, Natural Science, Physical Education, and School Social Worker and approved a Proposed Rule incorporating these changes by reference into IDAPA 08.02.02.004.01.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.B.9.b. Standards for the Initial Certification of Professional School Personnel Sections 33-114, 33-130, 33-512, 33-1254, 33-1258, Idaho Code
IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel annually. The following certificates and endorsements were reviewed by committees of content experts: Administrator, which includes School Principal, Superintendent, and Director of Special Education; Audiology; Bilingual; Career Technical areas, which include

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Agriculture Science and Technology, Business Technology, Family and Computer Sciences, Marketing Technology Education, and Technology Education; Computer Science; Engineering; English as a New Language; Speech Language-Pathology; and World Language. Additionally, the Core Teaching Standards, that provide the basic standards which all specific teaching areas are required to meet, were reviewed.

All standards and endorsements were revised to better align with national standards and best practices; then presented to the PSC for consideration. The PSC has recommended approval of all of the committee's proposed endorsement revisions including renaming the English as a New Language endorsement to English as a Second Language endorsement to match the language used by the majority of other states.

In addition, there are three new Pupil Personnel Services Endorsements being recommended for approval. The first is the School Counselor – Basic (K-12) Endorsement. This recommendation is a result of Section 33-1212, Idaho Code allowing certified social workers to serve as school counselors. Pursuant to Chapter 32, Title 54, Idaho Code, persons with a baccalaureate degree in social work can serve as school counselors. Those with baccalaureate degrees have not been prepared to offer emotional and social counseling services. This new endorsement allows licensed social workers to act as school counselors on a limited basis, for which they have been trained. The other recommended endorsements are for licensed Occupational and Physical Therapists. The creation of endorsements for these professionals will allow districts additional funding options for students to obtain these types of services.

Renewal requirements were updated to set a date by which current certificate holders must complete a mathematics in-service program, if the requirement applies to their endorsement areas. Language regarding the Idaho Comprehensive Literacy Course has been removed as a renewal requirement, as the rule has been in existence a sufficient amount of time that it no longer applies to individuals renewing their existing certificates.

The requirements for reinstatement of an expired certificate have been amended to ensure that the requirements to obtain full certification during the term of the interim certificate meet current rules and requirements.

A change was made to the assessments required to obtain certification that allows for a baccalaureate degree or higher in the specific content area in which a candidate is seeking an endorsement to be used in lieu of state approved content area testing or assessment.

Alternative Authorization-Content Specialist language was updated to eliminate the requirement of candidates having to take competency tests prior to entering the classroom in order to allow districts the flexibility to utilize this route to hire

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individuals who are in the process of completing a certification program, but have not yet completed the testing requirements.

The State Department of Education convened a team of stakeholders to discuss updating the rules regarding background information checks. Pursuant to the recommendations of the team, definitions were updated and requirements, fees, and processes were clarified.

An example was added to the Code of Ethics regarding educator compensation.

A number of minor, non-substantive changes were recommended to ensure that language is clear, concise, and meets the intent of law and rule changes.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested amendments to the incorporated document. One (1) verbal comment and two written comments were received during the public meetings. No written comments were received through the Department's public comment online submission form.

Following are the specific areas reviewed:

08.02.02.04.01 INCORPORATION BY REFERENCE – Idaho Standards for the Initial Certification of Professional School Personnel

08.02.02.015.02.b, .02.j, .02.k, 03, 03.a, 03.b, 03.c, 05.a, 10.a, 10.c IDAHO EDUCATOR CREDENTIAL – Pupil Personnel Services Certificate – School Counselor – Basic (K-12) Endorsement (Recommending new endorsement), Occupational Therapist Endorsement (Recommending new endorsement), Physical Therapist Endorsement (Recommending new endorsement), Administrator Certificate – School Principal (Pre-K-12) Endorsement, Superintendent (Pre-K-12) Endorsement, Director of Special Education (Pre-K-12), Degree Based Career Technical Certification, Additional Renewal Requirements

08.02.02.016.02, .03, .04, .05 IDAHO INTERIM CERTIFICATE – Idaho Comprehensive Literacy Course, Mathematical Thinking for Instruction, Technology, Reinstatement of Expired Certificate

08.02.02.018.01 CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION - Assessments

08.02.02.022.01, .04, .06 ENDORSEMENTS A-D – Agriculture Science and Technology (6-12), Bilingual Education (K-12), Blended Early Childhood/Early

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Childhood Special Education Pre-K through Grade Six (6) Endorsement (Recommending name change)

08.02.02.023.06, .08 ENDORSEMENTS E-L – English as a New Language (ENL) (K-12) (Recommending name change), Family and Consumer Sciences (5-9 or 6-12)

08.02.02.024.01, .16, .20 ENDORSEMENTS M-Z – Marketing Technology Education (6-12), Technology Education (5-9 or 6-12), World Language (5-9, 6-12 or K-12)

08.02.02.042.02, ALTERNATE ROUTES TO CERTIFICATION – Alternative Authorization – Content Specialist

**08.02.02.075 – FINGERPRINTING AND CRIMINAL HISTORY CHECKS
(SECTIONS 33-130 AND 33-512, IDAHO CODE)**

08.02.02.076.07 CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS – Principle VI - Compensation

IMPACT

The changes to certification rule and the Incorporated by Reference document will enable Idaho universities to better prepare teachers according to these updated initial certification standards and endorsements.

The updates to the background investigation check rules and processes will assist the Department in streamlining the process for background investigation checks, as well as providing clarity to districts and colleges/universities to better understand the procedures and requirements.

The changes to reinstatement requirements will enable more educators to reinstate an expired certificate with requirements that are relevant to current practices and will eliminate the requirement to take Praxis II testing for educators who have already shown they have competency in the areas they were previously certified to teach.

The addition of another example to the Code of Ethics regarding compensation will assist both districts and educators in understanding the rules surrounding money or items solicited or accepted for the benefit of a student, classroom, or school.

ATTACHMENTS

- Attachment 1 – Proposed changes to IDAPA 08.02.02, Rules Page 7
Governing Uniformity
Attachment 2 – Idaho Standards for Initial Certification of Professional Page 61
School Personnel

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STAFF COMMENTS AND RECOMMENDATIONS

The negotiated rulemaking process includes three opportunities for public engagement and comment. The first step in the process is the negotiation process. The start of the negotiated rulemaking is the notice of intent to promulgate rules. The notice of intent is required to include a non-technical summary of the substance and purpose of the rule and issues that will be involved. The purpose of the notice of intent is to allow the public and those affected by the rule to be informed about what is being considered and to participate in a negotiated process in which the agency discusses the areas that they want to amend or add to Administrative Code and why, the public has an opportunity to meet with staff and discuss their concerns or support of the changes and talk through why one change may be chosen to go forward over another. Following the close of the negotiated rulemaking meeting(s), the agency drafts the proposed rule, in part based on the feedback received during this meeting. Agencies are not required to include the feedback received during the negotiated rulemaking meetings, however, all parties generally leave the meetings with some indication or understanding of what will be going forward to the Board for consideration. Once the rule is drafted it is then brought before the Board for consideration as a proposed rule. Once approved by the Board, the proposed rule is then published in the administrative bulletin and a 21-day public comment period commences. Unlike the negotiated rulemaking meetings the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Public hearings provide for a forum for the public to give input and are not generally conducted in a manner that allows for discussion of the rule changes being proposed. Following the close of the public comment period changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board it is published in the Administrative Bulletin and forwarded to the Legislature for consideration.

In addition to the changes identified in the notice of intent regarding the annual review of 20% of the initial standards for certification and the subsequent endorsement requirements and requirements for background investigation checks, the proposed rule includes the removal of the requirement that individuals receiving their initial Idaho certification demonstrate proficiency in technology skills and practices to enhance classroom management and instruction and removes the requirement that individuals earning certification through the Alternative Authorization – Content Specialist route meet or exceed the state qualifying score on a state approved content, pedagogy, or performance assessment (the State Board of Education approves the assessment and may approve a single or multiple assessments). As part of the negotiated rulemaking meeting conducted by Board staff on an alternate docket (Docket 08-0202-1704) regarding certification recommendations from the Board's Teacher Pipeline Work Group, representatives from the Idaho Education Association, the Idaho Association of School Administrators, and the Idaho School Boards Association indicated they were

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opposed to moving this requirement. With the current Board's ability to approve different types of assessments (currently the PRAXIS is the only approved assessment) there already existed some flexibility that would still maintain some assurances that there was a minimum standards of content knowledge that an individual would have to have prior to entering the classroom.

Pursuant to Section 33-1212, Idaho Code, individuals holding a valid social worker license issued under the regulations of the Board of Occupational Licensing may serve as a school counselor. The Board of Occupational Licensing issues social worker licenses to individuals holding baccalaureate and master level degrees. The School Counselor – Basic (K-12) endorsement is intended for individuals who statutorily are required to be allowed to serve as a school counselor based on these provisions, however, the proposed language in subsection 015.02.b does not technically align with the statutory requirement and consideration should be given to updating it prior to the rule coming back to the Board as a pending rule.

Proposed amendments to the administrator certificate (IDAPA 08.02.02.015.03) will require any individual conducting an evaluation to hold an administrator certificate. Some districts allow for peers to participate in the evaluation process by including a peer evaluation, which the administrator uses along with other evidence of professional practice and student achievement to finalize the summative review. This change would result in eliminating this practice. The Board's Teacher Pipeline Work Group is considering the development of professional learning environments as strategies toward teacher retention. Currently, any individual conducting an evaluation must have received training in conducting evaluations aligned to the Idaho evaluation framework. The proposed amendment to the administrator certification would not be consistent with the Teacher Pipeline work Group discussions.

BOARD ACTION

I move to adopt the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0202-1701, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.02, "Rules Governing Uniformity," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

001. TITLE AND SCOPE.

01. **Title.** These rules shall be known as IDAPA 08.02.02, "Rules Governing Uniformity." (4-5-00)

02. **Scope.** Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers. (7-1-02)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (7-1-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in these rules, administrative appeals are by written application to the State Board of Education pursuant to IDAPA 08.01.01, "Rules of the State Board of Education and Board of Regents of the University of Idaho – Administrative Procedures and Records," Section 050. (3-14-05)

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 June 16, 2016 **August 10, 2017.** Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-17) (- -)

02. Standards for Idaho School Buses and Operations as approved on June 23, 2011. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.boardofed.idaho.gov>. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <http://www.boardofed.idaho.gov>. (3-29-17)

005. OFFICE -- OFFICE HOURS -- MAILING AND STREET ADDRESS.

The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID 83720-0037. The mailing address for the SDE is PO Box

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83720, Boise, ID 83720-0027. The SBOE phone number is (208) 334-2270 and the SDE phone number is (208) 332-6800. (3-25-16)

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. (7-1-02)

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

02. Alternative Routes. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

03. Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

05. Idaho Student Achievement Standards. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

06. Individualized Professional Learning Plan. An individualized plan based on the Idaho framework for teacher as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-25-16)

07. Institutional Recommendation. Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program, received a basic or higher rating in all twenty-two (22) components of the Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated measurable student achievement or growth and the ability to create student learning objectives, and is now being recommended for state certification. (3-25-16)

08. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

09. Orientation. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

10. Paraprofessional. A noncertified individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

i. Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational

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institution,; or

(3-29-17)

iii. Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

11. Pedagogy. Teaching knowledge and skills.
(3-16-04)

12. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

13. Teacher Leader. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

01. Determination of Eligibility. Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

02. Other Procedures. All other procedures in effect at the time must be followed at the time of application. (4-1-97)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department of Education. The department of education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-29-17)

02. The Division of Career Technical Education. The division of career technical education is authorized to determine whether applicants meet the requirements for instructing or administering career technical

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programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code)

(3-29-17)

015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

02. Pupil Personnel Services Certificate. Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-25-16)

a. **School Counselor (K-12) Endorsement (K-12).** To be eligible for a Pupil Personnel Services Certificate-~~E~~ndorsed School Counselor (K-12), a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-25-16)(- -)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock

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hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) Endorsement. (3-25-16)(- -)

b. School Counselor – Basic (K-12) Endorsement. Pursuant to section 33-1212, Idaho Code, a candidate with a valid baccalaureate or higher level social worker license provided by chapter 32, title 54, shall be granted a School Counselor – Basic (K-12) endorsement. The Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (- -)

i. Individuals who received their endorsement pursuant to section 33-1212, Idaho Code prior to July 1, 2018 will be transitioned into the School Counselor – Basic (K-12) Endorsement. Renewal date will remain the same as the initial credential. (- -)

bc. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

ed. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

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- (1) Health program management; (3-25-16)
- (2) Child and adolescent health issues; (3-25-16)
- (3) Counseling, psychology, or social work; or (3-25-16)
- (4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

de. **Interim Endorsement - School Nurse.** This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

ef. **Speech-Language Pathologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

fg. **Audiology Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

gh. **School Social Worker Endorsement.** This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

hi. **Interim Endorsement-Speech Language Pathologist.** This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

j. **Occupational Therapist Endorsement.** A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist Endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is

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valid for five (5) years. . Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational. (- -)

k. **Physical Therapist Endorsement.** A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist Endorsement. The Pupil Personnel Services Certificate with a Physical Therapist endorsement is valid for five (5) years. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational License. (- -)

03. Administrator Certificate. Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school, with eight (8) or more teachers (including the principal), or is assigned to evaluate certificated staff administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Applicants for the Directors of Special Education and Related Services are required to hold the Director of Special Education endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional LeadershipIdaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)(- -)

a. **School Principal (Pre-K-12) Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (- -)(3-25-16)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School AdministratorsPrincipals: School Climate, Collaborative Leadership, and Instructional Leadership. (3-25-16)(- -)

v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-25-16)(- -)

b. **Superintendent (Pre-K-12) Endorsement.** To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-25-16)(- -)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

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iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho [Standards for School Principals](#)[Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.](#) (3-25-16)(- -)

v. An institutional recommendation is required for a School Superintendent Endorsement ([Pre-K-12](#)). ([\(- - \)](#)(3-25-16))

c. **Director of Special Education ([Pre-K-12](#)) and Related Services Endorsement ([Pre-K-12](#))**. To be eligible for an Administrator Certificate endorsed for Director of Special Education [and Related Services](#)([Pre-K-12](#)), a candidate must have satisfied all of the following requirements: ([\(3-25-16\)](#)(- -))

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the [Director of Special Education in Idaho](#) [Standards for Initial Certification of Professional School Personnel](#)[Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership;](#) ([\(3-25-16\)](#)(- -))

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho [Foundation Standards for School Administrators](#)[Principals](#): Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; ([\(3-25-16\)](#)(- -))

v. Have completed an administrative internship/practicum in the area of administration of special education [and related services](#); and ([\(3-25-16\)](#)(- -))

vi. An institutional recommendation is required for Director of Special Education ([Pre-K-12](#)) [and Related Services](#) [Pre K-12](#) Endorsement. ([\(3-25-16\)](#)(- -))

04. Certification Standards For Career Technical Educators. Teachers of career technical courses or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Standard Instructional Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Career Technical Education, and application processes are managed by the Division of Career Technical Education. (3-29-17)

05. Degree Based Career Technical Certification. (3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural and Natural Resources; Business Technology Education; Family and Consumer Sciences; Marketing Technology Education; Computer Science Technology and Engineering Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial

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Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated ~~four-one~~ thousand (41,000) clock hours of related work experience or shall have completed a Division of Career Technical Education approved practicum in their respective field of specialization. (3-29-17)(--)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of career technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Career Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the Division of Career Technical Education. (3-29-17)

i. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate with an applicable endorsement; (3-29-17)

ii. Provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; (3-29-17)

iii. Hold a master's degree; and (3-25-16)

iv. Complete at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of career technical education; administration of personnel; and legal aspects of career technical education, and statewide framework for teacher evaluations that includes a laboratory component. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-29-17)

v. To renew the Career Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for career technical instructional staff. (3-29-17)

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate-Endorsed School Counselor K-12 and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-25-16)(--)

06. Occupational Specialist Certificate. The Occupational Specialist Certificates are industry based career technical certifications issued in lieu of a degree based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-29-17)

a. Be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-29-17)

i. Have eight (8) years or sixteen thousand (16,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the eight (8) years on a month-to-month basis for journeyman training or completed

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postsecondary training in a career technical education program; or (3-29-17)

ii. Have a baccalaureate degree in the specific occupation or related area, plus three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation; or (3-29-17)

iii. Meet one (1) of the following: (3-25-16)

(1) Be a journeyman with two (2) years of recent, full-time, gainful, related work experience, or have completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved state apprenticeship agency; (3-29-17)

(2) Pass an approved state or national certification examination plus three (3) years of recent, gainful, related work experience (length and type of work experience will be determined on an individual basis); or (3-29-17)

(3) Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, gainful, related work experience (length and type of work experience will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-29-17)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in public schools. The certificate is valid for three (3) years and is non-renewable: (3-29-17)

i. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; (3-29-17)

ii. Complete a new-teacher induction workshop at the state or district level; (3-25-16)

iii. Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily demonstrate competencies in Principles/Foundations of Occupational Education and Methods of Teaching Occupational Education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; and Measurement and Evaluation. (3-29-17)

c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have: (3-29-17)

i. Completed the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; and (3-29-17)

ii. Completed a new-teacher induction workshop at the state or district level; and (3-29-17)

iii. Can satisfactorily demonstrate competencies in Principles/Foundations of Occupational Education and Methods of Teaching Occupational Education; and (3-29-17)

iv. Can demonstrate competencies in two (2) of the following areas: Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; and Measurement and Evaluation; and (3-29-17)

v. The Standard Occupational Specialist Certificate is valid for five (5) years and must be renewed pursuant to Section 060 of these rules. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit.

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Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit.
(3-29-17)

- d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who:
(3-29-17)
- i. Meet the requirements for the Standard Occupational Specialist Certificate; (3-29-17)
 - ii. Can provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved education related course work, such as educational methodology in the content area, in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and
(3-29-17)
 - iii. File a new professional development plan for the next certification period; and (3-25-16)
 - iv. The Advanced Occupational Specialist Certificate is valid for five (5) years and must be renewed pursuant to Section 060. At least three (3) educationally focused semester credits must be taken for university or college credit. Verification will be based on an official transcript. In addition to the minimum of three (3) semester credits, in-service activities or related work experience may be used. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes and workshops or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit. Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit.
(3-29-17)

07. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships.
(3-29-17)

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher).
(3-25-16)

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules.
(3-25-16)

- c. The candidate must meet the following qualifications:
(3-25-16)
- i. Hold a master's degree or higher in the content area being taught;
(3-25-16)
 - ii. Be currently employed by the postsecondary institution in the content area to be taught; and
(3-25-16)
 - iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code.
(3-25-16)

08. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers.
(3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher.
(3-25-16)

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b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a criminal history checkbackground investigation check pursuant to Section 33-130, Idaho Code.
(- -)(3-25-16)

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

a. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

b. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

10. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction", or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify:
(- -)(3-29-17)

i. Each teacher holding an Blended Early Childhood Education/Early Childhood Special Education Blended endorsement (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher;
(- -)(3-29-17)

ii. Each teacher holding an Standard Instructional Certificate All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher;
(- -)(3-29-17)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, or Mathematics (5-9 or 6-12) – Standard Instructional Certificate (6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and
(3-29-17)(- -)

iv. Each teacher holding an Standard Exceptional Child Generalist Endorsement who is employed by

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a school district or charter school as a special education teacher.

(- -)(3 29 17)

v. Each school administrator coming from out of state holding an Administrator Certificate who is employed by a school district or charter school. (3 29 17)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

e. Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals must successfully complete an Idaho Comprehensive Literacy course in order to recertify:

(3 25 16)

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Endorsement (Birth - Grade 3) who is employed by a school district or charter school; (3 29 17)

ii. Each teacher holding a Standard Instructional Certificate (K - 8) who is employed by a school district or charter school; and (3 29 17)

iii. Each teacher holding a Standard Exceptional Child Generalist Endorsement who is employed by a school district or charter school. (3 29 17)

dc. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved teacher preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation.

(3-29-17)

016. IDAHO INTERIM CERTIFICATE.

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

01. **Interim Certificate Not Renewable.** Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

02. **Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), alternate routes or coming from out of the state, completion of a state approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3 25 16)(- -)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

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03. Mathematical Thinking for Instruction. For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, or any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement to receive a standard instructional, standard occupational, or advanced occupational certificate for full certification. (3-29-17)(- -)

04. Technology. Out-of-state applicants will may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (4-7-11)

05. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy, and performance assessments, the following requirements to obtain a full certification during the term of the interim certificate: (3-29-12)(- -)

- a. Two years successful evaluations as per Idaho Code 33-1001, subsection 14 (- -)
- b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan (- -)
- c. Six (6) credit renewal requirement (- -)
- d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in subsections 016.02 and 016.03 of these rules. (- -)

06. Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree Granting Institutions section of the "Accredited Institutions of Postsecondary Education" and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)

017. INTERSTATE CERTIFICATION COMPACT.

Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact member state and to teachers entering another compact member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)

018. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. A baccalaureate degree or higher in the specific content area in which the candidate is seeking an endorsement may be used in lieu of state approved content area assessment.

(4-2-08)(- -)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness,

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phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

019. -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement of competency in a teaching area or field is acceptable in lieu of required credits if such statements originate are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-29-17)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. (3-12-14)

02. Alternative Authorization to Endorsement. Candidates shall meet all requirements for the endorsement as provided herein. (3-29-17)

a. Option I -- An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements originate are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-29-17)

b. Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

c. Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (3-29-17)

d. Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring

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component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component. (3-25-16)

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.

(3-25-16)

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (5-9 or 6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; Career Technical Student Organization (CTSO) Leadership; and plant science; and occupational teacher preparation pursuant to section 015.05.a;
or (3-29-17)(- -)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

02. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey.
(- -)(4-11-06)

03. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12.
(3-29-17)

04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper division semester credit hours coursework in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENSL/Bbilingul Methods; lingustics, second language acquisition theory and practice; Foundations of ENSL/Bbilingul Eduction, Federal and State Lawlegafundos ESL/bilingul eduction, Testing/identification and assement of Limited English Proficient Studenterlearners, biliteracy; at least twoone (21) semester credit hours in Bbilingul Practicum or field experience; and three (3) semester credit hours in a Bilingul Eduction related elective (ex: lingustics, critical pedagogy, parent involvement). (4-11-13)(- -)

05. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (3-29-17)

06. Blended Early Childhood Elementary Education/Early ChildhoodElementary Special Education (Pre-KGrade 4 – Grade 6)through Grade Six (6) Endorsement. The Blended Elementary Education/Elementary Special Education (Pre-KGrade 4 – Grade 6)through Grade Six (6) endorsement allows one to teach in any Pre-Kgrade four (4) through grade six (6) education setting, except in a middle school setting. This

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endorsement may only be added issued in conjunction with to the Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3) endorsement in conjunction with the Birth through Grade Three (3) endorsement. To be eligible for a Blended Early Childhood Elementary Education/Early Childhood Elementary Special Education (Grade 4 – Grade 6) endorsement with an Early Pre K through Grade Six (6) endorsement, a candidate must have satisfied the following requirements:

(- -)(3 29 17)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Elementary Education to include coursework in each of to include the following areas: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6).

(- -)(3 29 17)

07. Blended Early Childhood Education/Early Childhood Special Education (Birth through Grade Three (3). The Blended Early Childhood Education/Early Childhood Special Education (Birth through Grade Three (3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements.

(- -)(3 29 17)

a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-29-17)

b. The required credit hours here in, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-29-17)

c. Proficiency in areas noted above is measured by one (1) of the following options: (3-29-17)

i. Option I -- Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

ii. Option II -- Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

08. Business Technology Education (5-9 or 6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; career guidance; Career Technical Student Organization (CTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidancebusiness management; and occupational teacher preparation pursuant to section 015.05.a. or (- -)(3 29 17)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

09. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (3-29-17)

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10. **Communication (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; Journalism/Mass Communications; and Drama/Theater Arts. (3-29-17)

b. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, Journalism/Mass Communications, and Methods of Teaching Speech/Communication. (3-29-17)

11. **Computer Science (5-9 or 6-12).**

a Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or (3-29-17)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

12. Consulting Teacher/Teacher Leader Endorsement. Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (3-25-16)

a. **Special Education Consulting Teacher** - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the [Standard Exceptional Child Certificate, the Early Childhood/Early Childhood Special Education Blended Certificate \(Birth-Grade 3\), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate](#)[Standard Instructional Certificate](#), a candidate must have satisfied the following requirements: [\(- - \) \(3-25-16\)](#)

i. Education Requirements. Qualify for or hold a Standard [Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate \(Birth-Grade 3\)Instructional Certificate](#), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: [\(- - \) \(3-25-16\)](#)

(1) Assessment of learning behaviors; (3-25-16)

(2) Individualization of instructional programs based on educational diagnosis; (3-25-16)

(3) Behavioral and/or classroom management techniques; (3-25-16)

(4) Program implementation and supervision; (3-25-16)

(5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; (3-25-16)

(6) Ability in identifying and utilizing community or agency resources and support services; and (3-25-16)

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(7) Counseling skills and guidance of professional staff. (3-25-16)

ii. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-25-16)

iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)

(a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)

(b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)

(c) Promoting Professional Learning for Continuous Improvement; (3-25-16)

(d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)

(e) Using Assessments and Data for School and District Improvement; (3-25-16)

(f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)

(g) Advocating for Student Learning and the Profession. (3-25-16)

iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

b. **Mathematics Consulting Teacher** - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3)Instructional Certificate, a candidate must have satisfied the following requirements: (- -)(3-25-16)

i. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3)Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (- -)(3-25-16)

(1) Structural Components of Mathematics; (3-25-16)

(2) Modeling, Justification, Proof and Generalization; (3-25-16)

(3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (3-25-16)

ii. Experience. Completion of a minimum of three (3) years' teaching experience. (3-25-16)

iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)

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(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (3-25-16)

- (a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)
- (b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)
- (c) Promoting Professional Learning for Continuous Improvement; (3-25-16)
- (d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)
- (e) Using Assessments and Data for School and District Improvement; (3-25-16)
- (f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)
- (g) Advocating for Student Learning and the Profession. (3-25-16)

iv. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (3-25-16)

13. Deaf/Hard of Hearing (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (3-29-17)

- a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)
- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (3-29-17)
- c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)
- d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-29-17)

023. ENDORSEMENTS E - L.

01. Early Childhood Special Education (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (-) (3-29-17)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young

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children ages three to eight (3-8) parent-teacher relations; and student teaching at the Pre-K - 3 grades.

(3-29-17)

02. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (3-29-17)

03. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from business, economics, or finance course. (- -) (3-29-17)

04. Engineering (5-9 or 6-12). (3-29-17)

- a. Twenty (20) semester credit hours of engineering course work; or (3-29-17)
- b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

05. English (5-9 or 6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-29-17)

06. English as a NewSecond Language (ENSL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ENSL Teachers to include all of the following: at least four (4) semester credit hours in a modern language other than English; Ecultural Ddiversity; ENSL Mmethods; Llinguistics; second language acquisition theory and practice; Foundations of ENSL/Bilingual Eeducation, Federal and State Law/legal foundations of ESL/bilingual education, Testing/Identification and assessment of Limited-English Proficient Students/learners; and at least one (1) semester credit in ENSL Ppracticum or Ffield Eexperience. (4-13)(- -)

07. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must have satisfied the following requirements: (3-29-17)

a. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and (3-29-17)

b. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

08. Family and Consumer Sciences (5-9 or 6-12). (3-29-17)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: Echild/Human Ddevelopment; Hhuman/Ffamily Rrelations; Ddirected Llaboratory Eexperience in Echildcare; Aapparel and Textiles, Ecultural Ddress, Ffashion design and Mmerchandising, or Design; Nnutrition; Ffood Ppreparation, Ffood Pproduction, or Culinary Aarts; Hhousing, Iinterior Ddesign, Hhome Mmanagement, or Equipment; Consumer Eeconomics or Ffamily Rresource Mmanagement; Iintroduction to Ffamily Econsumer Ssciences; Career-Technical Student Organization (CTSO) leadership; career guidance; and Integration of Family Consumer Sciences or Ffamily Econsumer Sscience Mmethods; and occupational teacher preparation pursuant to section 015.05.a.or (3-29-17)(- -)

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b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

09. Geography (5-9 or 6-12). Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. The remaining semester credit hours must be selected from Geography. (3-29-17)

10. Geology (5-9 or 6-12). Twenty (20) semester credit hours in the area of Geology. (3-29-17)

11. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programming for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (3-12-14)

12. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (3-29-17)

13. History (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (3-29-17)

14. Humanities (5-9 or 6-12). An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (3-29-17)

15. Journalism (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in Journalism and six (6) semester credit hours in English and/or Mass Communication. (3-29-17)

b. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

16. Literacy (K-12). Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (3-12-14)

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (5-9 or 6-12). (- -)(3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: **M**arketing; **M**anagement; **E**conomics; **C**oordination of **C**ooperative **P**rograms; **M**erchandising/**RM**ethods of **T**eaching **M**arketing **E**ducation; and Career-Technical Student Organization (**PCTSO**) **L**eadership, with remaining credit hours in **E**ntrepreneurship; **H**ospitality and **T**ourism; **F**inance; **c**areer **g**uidance; or

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Accounting and occupational teacher preparation pursuant to section 015.05.a.;

(44-13)(--)

b. Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

02. Mathematics - Basic (5-9 or 6-12). Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics content. (3-29-17)

03. Mathematics (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (3-29-17)

04. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (3-29-17)

05. Natural Science (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (3-29-17)

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (3-29-17)

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (3-29-17)

iv. Existing Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (3-29-17)

b. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (3-29-17)

06. Online-Teacher Endorsement (Pre-K-12). To be eligible for an Online-Teacher eEndorsement (Pre-K-12), a candidate must have satisfied the following requirements: (3-25-16)

a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (3-25-16)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (3-25-16)

c. Has completed an eight (8) week online teaching internship in a Pre-K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the

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past three (3) years. (3-25-16)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (3-25-16)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (3-25-16)

- i. Knowledge of Online Education and Human Development; (3-25-16)
- ii. Facilitate and Inspire Student Learning and Creativity; (3-25-16)
- iii. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (3-25-16)
- iv. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (3-25-16)
- v. Engage in Professional Growth and Leadership. (3-25-16)

07. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of Physics. (- -)(3-16-04)

08. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in Sport, Movement, physical activity, and Outdoor Skills; Secondary PE Methods; administration and curriculum to include field experiences in physical education; Student Evaluation in PE; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (3-29-17)

09. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-29-17)

10. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of Psychology. (3-29-17)

11. Early Childhood Special Education Pre K through Grade Six (6) Endorsement. ~~The Pre K through Grade Six (6) endorsement allows one to teach in any Pre K through grade six (6) education setting, except in a middle school setting. This endorsement may only be added to the Blended Early Childhood Education/Early Childhood Special Education Certificate in conjunction with the Birth through Grade Three (3) endorsement. To be eligible for a Blended Early Childhood Education/Early Childhood Special Education Certificate with an Early Pre-K through Grade Six (6) endorsement, a candidate must have satisfied the following requirements:~~ (3-29-17)

~~a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Elementary Education to include coursework in each of the following areas: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6).~~ (3-29-17)

121. Social Studies (5-9 or 6-12). Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-17)

132. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of Sociology. (3-29-17)

143. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-29-17)

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154. **Teacher Librarian (K-12).** Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

165. **Technology Education (5-9 or 6-12).** (3-29-17)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Ecommunication Technology; Ecomputer Applications; Econstruction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; Career Technical Student Organization (CTSO) leadership; and Priniciples of Engineering Design; and occupational teacher preparation pursuant to section 015.05.a. (44-13)(- -)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

176. **Theater Arts (5-9 or 6-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

187. **Visual Arts (5-9, 6-12, or K-12).** Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course. (3-29-17)

19. **Visual Impairment Endorsement (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (- -)(3-29-17)

a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)

b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-29-17)

c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and (3-29-17)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

20. **World Language (5-9, 6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must include two (2) or more of the following areas: Grammar, Enversation, Ecomposition, Eculture, linguistics, and or Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following:

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a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages (ACTFL) or equivalent) on an oral proficiency assessment conducted by an objective second party, and

b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (3-29-17)(- -)

025. -- 041. (RESERVED)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in subsection 021.02 of these rules. (3-29-17)

01. Alternative Authorization -- Teacher To New Certification. The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

a. Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

b. A candidate must participate in an approved alternative route preparation program. (3-25-16)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

02. Alternative Authorization -- Content Specialist. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

a. Initial Qualifications. (3-20-04)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and (3-29-17)

ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

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b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification; (3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state approved content, pedagogy, or performance assessment. (3-20-04)

03. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program.

(3-25-16)

a. Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

b. To complete this non-traditional route, the individual must: (3-25-16)

i. Complete a Board approved program; (4-6-05)

ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

iii. Complete the Idaho Department of Education Criminal History Checkbackground investigation check. (4-6-05)

c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-29-17)

d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

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e. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

04. Alternative Authorization - Pupil Personnel Services. The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

a. Initial Qualifications. The applicant must complete the following: (4-2-08)

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

b. Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

iii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

05. Alternate Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career- Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-29-17)

01. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

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- ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)
- iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)
- b. Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)
- c. All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Occupational Specialist Certificates must be made through the Division of Career-Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. (3-29-17)
- d. At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)
- e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)
- f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)
- g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)
- h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

02. State Board of Education Professional Development Requirements. (4-1-97)

- a. Districts will have professional development plans. (4-1-97)
- b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)
- c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

061. -- 065. (RESERVED)

066. FEES.

The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

- 01. Initial Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75) (3-16-04)
- 02. Renewal Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75) (3-16-04)

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03. **Reinstatement Certificate.** All types, issued for three (3) years -- seventy-five dollars (75)(- -)

034. **Alternate RouteAlternative Authorization.** All types, issued for one (1) year -- one hundred dollars (\$100)

(3-16-04)(- -)

05. **Non-Traditional Route.** All types, issued for three (3) years -- one hundred dollars (\$100)(- -)

06. **Emergency Provisional.** Issued for one (1) year -- one hundred dollars (\$100) (- -)

047. **Additions or Changes During the Life of an Existing Certificate.** Twenty-five dollars (\$25) (3-16-04)

058. **To Replace an Existing Certificate.** Ten dollars (\$10) (3-16-04)

067. -- 074. (RESERVED)

075. FINGERPRINTING AND CRIMINAL HISTORY CHECKSBACKGROUND INVESTIGATION CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).

All ~~certificated and non certificated employees and other~~ individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a ~~criminal history checkbackground investigation check~~. (- -)(4-9-09)

01. Definitions. (- -)(4-9-09)

a. **Applicant.** An individual ~~completing a background investigation check as identified in subsection 075.02 of these rules applying for Idaho Certification or a certificated or non certificated individual applying for employment.~~ (4-9-09)(- -)

b. **Background Investigation Check (BIC).** The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for non-criminal justice purposes including employment suitability, licensing determinations, immigration and naturalization matters, and national security clearances. (- -)

c. **Background Investigation Check Result.** The response to a state and federal background investigation check initiated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Results are returned to the submitting authorized entity by the state criminal history repository (Idaho State Police Bureau of Criminal Investigation). (- -)

bd. **Break-in-Service.** A voluntary or involuntary termination in employment, including retirement. (- -)(4-9-09)

ee. **Candidate.** An individual attending a postsecondary program. (- -)(4-9-09)

d. **Certificated Employee.** ~~An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA.~~ (4-9-09)

ef. **Contractor.** An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (- -)(4-9-09)

f. **Conviction.** ~~The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code.~~ (4-9-09)

g. **Criminal History Check (CHC).** A ten (10) finger fingerprint process to determine if an applicant

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has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions. (4 9 09)

h. Criminal History Check Result. Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry. (4 9 09)

g. Employee. A person who is hired for a wage, salary, fee or payment to perform work for an employer. (- -)

h. Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint images both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simultaneously without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a livescan device. Standard fingerprint cards may also be scanned for submission to the state repository for background investigation check purposes. (4-9-09)

i. Irregular Contact. Contact that is not on a daily or weekly basis, or has a regular scheduled interaction with students. (4 9 09)

j. Multiple Assignments. When an individual works in two or more LEAs or an LEA and private school simultaneously. (4 9 09)

k. Non Certificated Employee. An individual employed in a non certificated position. (4 9 09)

l. Open Date. The date a fingerprint card or scan is entered into the database as an electronic file. (4 9 09)

mi. Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the Bureau of Criminal Investigation, or Federal Bureau-Investigation or SDE for poor quality prints, lack of signature, card being older than six (6) months, or other incomplete information. (- -)(4 9 09)

n. Scan. The process of capturing an individual's fingerprints by an electronic process. (4 9 09)

ej. Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of an LEA school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. This excludes extra curricular trips of one day length starting during the school day. (4 9 09)(- -)

02. Individuals Required to Complete a Background Investigation Check (- -)

a. All applicants for certificates; (- -)

b. Certificated and noncertificated employees; (- -)

c. Substitute teachers; (- -)

d. Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services; (- -)

e. Student teachers or any postsecondary candidate who have unsupervised contact with students in a public K-12 setting; (- -)

f. Volunteers who have unsupervised contact with students in a public K-12 setting; (- -)

g. Any individuals who have unsupervised contact with students in a public K-12 setting. (- -)

023. Fee. The SDE shall charge a forty dollars (\$40) fee for undergoing a criminal history

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checkbackground investigation check pursuant to Section 33-130, Idaho Code.

(- -)(4 9-09)

034. Rejected Fingerprint Cards or Scans.

(- -)(4 9-09)

a. When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)

b. The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractors, postsecondary program, or individual. (4-9-09)

c. A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within twenty (23)0 calendar days. (- -)(4 9-09)

d. If the new fingerprint card and rejected fingerprint card are returned after the twenty (23)0 calendar days time period a forty dollar (\$40) a fee pursuant to subsection 075.03 of these rules is required to be paid. (- -)(4 9-09)

045. Secured CHC Background Investigation Check Website. The SDE will maintain a CHC background investigation check website listing the CHC background investigation check results for review by the LEA, private or parochial school, or postsecondary program. The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate. (- -)(4 9-09)

a. Upon a signed agreement the SDE will issue a password to access the CHC website. (4 9-09)

ab. Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC background investigation check secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list. (- -)(4 9-09)

056. Fingerprinting & Criminal History ChecksBackground Investigation Checks for Certification. (- -)(4 9-09)

a. The SDE will maintain a list of newly certificated educators. Educators stay on this list for one (1) year from their individual open date. Educators on this list may be employed by a LEA without a new CHC. (4 9-09)

ba. The SDE will make the final determination if an applicant is eligible for Idaho certification. (- -)(4 9-09)

eb. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial, the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (- -)(4 9-09)

06. Non-Certificated Employees. Non-certificated employees are required to complete a CHC pursuant to Section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review. (4 9-09)

07. Substitute Teachers. Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a criminal history checkbackground investigation check. The SDE shall maintain a statewide substitute teacher list. To remain on the list on the list a substitute teacher shall undergo a criminal historybackground investigation check every five (5) years in accordance with Section 33-512, Idaho Code. Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions. (- -)(4 9-09)

08. Break In Service. (- -)(4 9-09)

a. When an employee returns to any LEA, private or parochial school, or contractor after a break in service, a new criminal history checkbackground investigation check must be completed pursuant to Section 33-130,

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[Idaho Code](#). (- -) (4-9-09)

- b.** When an employee changes employment between LEAs a new CHC-background investigation check must be completed pursuant to Section 33-130, Idaho Code, regardless of the most recent CHC. (4 9-09)(- -)

09. Postsecondary.

(- -)(4 9 09)

- a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for unsupervised contact with students in a public K-12 setting including student teaching, internships or practicum, or other types of candidate training. (- -)(4.9.09)

- b.** The SDE will make a preliminary determination based on the CHC background investigation check result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (49-09)(--)

e. The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved. (4.9.09)

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments.

(3-20-04)

- a.** The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

- b.** The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

- c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)

- d.** The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

- e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

- f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons.

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02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-20-14)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)
- b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
- c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
- d. Committing any act of harassment as defined by district policy; (4-11-06)
- e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)

f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)

g. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (4-11-15)

h. Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)

i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)

j. Conduct that is detrimental to the health or welfare of students; and (3-20-14)

k. Deliberately falsifying information presented to students. (3-20-14)

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity

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in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
- b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)
- c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)
- d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)
- e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)
- f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)
- g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)
- h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-14)
- i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)
- b. Failure to account for school funds collected from students, parents, or patrons; (3-20-14)
- c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)
- d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)
- e. Use of school property for private financial gain; (3-20-14)
- f. Use of school computers to deliberately view or print pornography; and, (3-20-04)
- g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)
- b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

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c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)

e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school (- -)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

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- b. Committing any act of harassment toward a colleague; (4-11-06)
- c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)
- d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)
- e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)
- f. Taking or possessing images (digital, photographic or video) of colleagues of a harassing, confidential, or sexual nature. (4-11-15)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

- 01. Administrative Complaint.** A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)
- 02. Allegation.** A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)
- 03. Certificate.** A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)
- 04. Certificate Denial.** The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)
- 05. Certificate Suspension.** A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)
- 06. Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)
- 07. Conditional Certificate.** Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)
- 08. Contract.** Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)
- 09. Conviction.** Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilty by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)
- 10. Educator.** A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)
- 11. Education Official.** An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)
- 12. Executive Committee.** A decision-making body comprised of members of the Professional

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Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (3-20-14)

13. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)

14. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

15. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education. (3-20-14)

16. Minor. Any individual who is under eighteen (18) years of age. (3-20-04)

17. Not-Sufficient Grounds. A determination by the Executive Committee that there is not-sufficient evidence to take action against an educator's certificate. (3-20-14)

18. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)

19. Reprimand. A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate. (3-20-04)

20. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

21. Revocation. The invalidation of any Certificate held by the educator. (3-20-04)

22. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)

23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)

24. Sufficient Grounds. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)

078. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs is the Council for the Accreditation of Educator Preparation (CAEP) and the approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification

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of such revision. (3-25-16)

02. Non-Traditional Teacher Preparation Program. The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the following components: (3-25-16)

- a. Pre-assessment of teaching and content knowledge; (3-25-16)
- b. An academic advisor with knowledge of the prescribed instruction area; (3-25-16)
- c. Exams of pedagogy and content knowledge; and (3-25-16)
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-25-16)

03. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-29-12)

04. Continuing Approval. (3-29-12)

a. The state of Idaho will follow the Council for Accreditation of Educator Preparation (CAEP) model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-25-16)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (3-29-12)

c. All approved non-traditional teacher preparation programs will be reviewed for continued approval on the same schedule as traditional teacher preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. (3-25-16)

05. Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-25-16)

b. Requesting institutions pay for all other expenses related to on-site teacher preparation program reviews, including the standards review. (3-25-16)

101. -- 109. (RESERVED)

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

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TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

INSTRUCTIONAL PERSONNEL

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	400:1 * student/district average
Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (4-1-97)

111. BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.

01. Dissemination of Information. School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students. (3-29-17)

02. Professional Development. The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include: (3-29-17)

- a. School philosophy regarding school climate and student behavior expectations; (3-29-17)
- b. Definitions of bullying, harassment, and intimidation; (3-29-17)

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c. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents; (3-29-17)

d. Expectations of staff intervention for bullying, harassment, and intimidation; (3-29-17)

e. School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and (3-29-17)

f. Other topics as determined appropriate by the school district or charter school. (3-29-17)

03. Graduated Consequences. Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. (3-29-17)

a. Graduated consequences may include, but are not limited to: (3-29-17)

i. Meeting with the school counselor; (3-29-17)

ii. Meeting with the school principal and student's parents or guardian; (3-29-17)

iii. Detention, suspension or special programs; and (3-29-17)

iv. Expulsion. (3-29-17)

b. The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services or to law enforcement, or both, pursuant to Section 18-917A, Idaho Code. (3-29-17)

c. Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation. (3-29-17)

04. Intervention. School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to: (3-29-17)

a. Correct the problem behavior; (3-29-17)

b. Prevent another occurrence of the problem; (3-29-17)

c. Protect and provide support for the victim of the act; and (3-29-17)

d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying. (3-29-17)

05. Reporting. Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting. (3-29-17)

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112. -- 119. (RESERVED)

120. LOCAL DISTRICT EVALUATION POLICY -- TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction. Individual domain and component ratings specified in Subsection 120.01 of this rule must be determined based on a combination of professional practice and student achievement as specified in Subsection 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

(3-29-17)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include:

- a. Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Outcomes; (3-20-14)
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b. Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c. Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Using Assessment in Instruction; and (3-29-12)
 - v. Demonstrating Flexibility and Responsiveness. (3-29-12)

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- d. Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Professional Practice. For evaluations conducted on or after July 1, 2013, all certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations: (3-29-17)

- a. Parent/guardian input; (3-20-14)
- b. Student input; and/or (3-20-14)
- c. Portfolios. (3-20-14)

03. Student Achievement. Instructional staff evaluation ratings must in part be based on measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-29-17)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

- a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)
- b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

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c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (3-20-14)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. Parent/guardian input, student input and/or portfolios shall be considered as sources of data to support professional practice. (4-11-15)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. (3-20-14)

n. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2013, districts shall have established an individualized teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: (3-20-14)

i. Unsatisfactory being equal to "1"; (3-20-14)

ii. Basic being equal to "2"; and (3-20-14)

iii. Proficient being equal to "3". (3-20-14)

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iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum rankings at the discretion of the school district or charter school. (3-29-17)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-20-14)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-20-14)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPAL.

For principal evaluations conducted on or after July 1, 2014, each school district board of trustees will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014, in a format determined by the Department. The process of developing criteria and procedures for principal evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-20-14)

01. Standards. Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Those responsible for measuring teacher performance are district leadership such as principals, assistant principals, special education directors, and superintendents. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018. Principal evaluation standards shall additionally address the following domains and components: (4-11-15)

a. Domain 1: 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. (3-20-14)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (3-20-14)

ii. Communication - Principal is proactive in communicating the vision and goals of the school or

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district, the plans for the future, and the successes and challenges to all stakeholders. (3-20-14)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-20-14)

b. Domain 2: 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. The educational leader uses research and/or best practices in improving the education program. (3-20-14)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-20-14)

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (3-20-14)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-20-14)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-20-14)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-20-14)

c. Domain 3: 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. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (3-20-14)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (3-20-14)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-20-14)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-20-14)

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (3-20-14)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-20-14)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-20-14)

02. Professional Practice. For evaluations conducted on or after July 1, 2014, all principals must receive an evaluation in which sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of all principal evaluations, district evaluation models shall also include at least one (1) of the following: (3-20-14)

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- a. Parent/guardian input; (3-20-14)
- b. Teacher input; (3-20-14)
- c. Student input; and/or (3-20-14)
- d. Portfolios. (3-20-14)

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (3-20-14)

- a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. (3-20-14)
- b. Evaluation criteria -- statements of the general criteria upon which principals be evaluated. (3-20-14)
- c. Evaluator -- identification of the individuals responsible for appraising or evaluating principal performance. The individuals assigned this responsibility shall have received training in evaluation. (3-20-14)
- d. Sources of data -- description of the sources of data used in conducting principal evaluations. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data. (3-20-14)
- e. Procedure -- description of the procedure used in the conduct of principal evaluations. (3-20-14)
- f. Communication of results -- the method by which principals are informed of the results of evaluation. (3-20-14)
- g. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-20-14)
- h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (3-20-14)
- i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (3-20-14)
- j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's principal evaluation system. (3-20-14)
- k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. (3-20-14)
- l. Funding -- a plan for funding ongoing training and professional development for evaluators of principals. (3-20-14)

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m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development for principals. (3-20-14)

n. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2014, districts shall have established an individualized principal evaluation rating system with a minimum of three rankings used to differentiate performance of principals including: (3-20-14)

i. Unsatisfactory being equal to "1"; (3-20-14)

ii. Basic being equal to "2"; and (3-20-14)

iii. Proficient being equal to "3". (3-20-14)

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum rankings at the discretion of the school district or charter school. (3-29-17)

o. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-20-14)

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all principals on a fair and consistent basis. All principals shall be evaluated at least once annually no later than June 1 of each year. (3-29-17)

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts in accordance with the approved policies of the Idaho State Board of Education Data Management Council. (3-29-17)

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

122. -- 129. (RESERVED)

130. SCHOOL FACILITIES.

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential. (4-1-97)

01. Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes. (3-16-04)

02. Inspection of Buildings. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection

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report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year. (4-1-97)

131. -- 139. (RESERVED)

140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, private and parochial schools, and alternative schools not identified in Subsection 140.01.a. through 140.01.e. of this rule. (Section 33- 119, Idaho Code) (3-20-14)

01. Alternative Schools. Beginning with the 2014-15 school year, an alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.01.a. through 140.01.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.01.a. through 140.01.e. shall be considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (3-20-14)

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous year's enrollment; (3-20-14)

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (3-20-14)

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (3-20-14)

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (3-20-14)

e. School receives its own accountability rating for federal reporting purposes. (3-20-14)

02. Continuous School Improvement Plan. Schools will develop continuous school improvement plans focused on the improvement of student performance. (4-2-08)

03. Standards. Schools will meet the accreditation standards of the Northwest Accreditation Commission. (3-29-12)

04. Reporting. An annual accreditation report will be submitted to the State Board of Education. (4-2-08)

141. -- 149. (RESERVED)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (5-8-09)

151. -- 159. (RESERVED)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle

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to service. (5-8-09)

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (7-1-02)

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (7-1-04)

04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (4-1-97)

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (7-1-02)

06. Withdraw from Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (7-1-04)

161. -- 169. (RESERVED)

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules. (Section 33-1508; 33-1509, Idaho Code) (5-8-09)

171. -- 179. (RESERVED)

180. WRITTEN POLICY.

The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (7-1-02)

181. -- 189. (RESERVED)

190. PROGRAM OPERATIONS.

School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. (Section 33-1006, Idaho Code) (5-8-09)

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191. -- 219. (RESERVED)

220. RELEASE TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.

In the view of the State Board of Education, public elementary and secondary school programs that permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes should observe certain practices that are in keeping with the present state of the law. These practices are designed to ensure that the public school operation is not adversely affected and that public funds and property are not used for sectarian religious instruction in a way which violates the United States Constitution, the Idaho State Constitution, or state law. These practices should include the following: (Section 33-519, Idaho Code) (4-1-97)

01. Scheduling. The local school board will have reasonable discretion over the scheduling and timing of the release program. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (4-1-97)

02. Voluntary Decision. The decision of a school district to permit release time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (4-1-97)

03. Time Limit. Release time will be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week or one hundred sixty-five (165) hours during any one (1) academic school year. (4-1-97)

04. Location. Release time programs will be conducted away from public school buildings and public school property. (4-1-97)

05. Request by Parent. No student will be permitted to leave the school grounds during the school day to attend release time programs except upon written request from a parent or guardian filed with the school principal. Such written request by the parent will become a part of the student's permanent record. (4-1-97)

06. Record Maintenance. The public school will not be responsible for maintaining attendance records for a student who, upon written request of a parent or guardian, is given permission to leave the school grounds to attend a release time program. The school district will maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (4-1-97)

07. Liability. The school district is responsible for ensuring that no public school property, public funds or other public resources are used in any way to operate these programs. The school district is not liable for any injury, act or event occurring while the student participates in such programs. (4-1-97)

08. Course Credit. No credit will be awarded by the school or district for satisfactory completion by a student of a course or courses in release time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (4-1-97)

09. Separation From Public Schools. Public schools will not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for release time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (4-1-97)

10. Transportation Liability. Public schools and school districts will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from or participating in release time programs. (4-1-97)

221 - 229 (RESERVED)

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230. DRIVER EDUCATION.

Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Operating Procedures for Idaho Public Driver Education Programs, as incorporated. (4-7-11)

231. -- 239. (RESERVED)

240. JUVENILE DETENTION CENTERS.

01. Definition of Terms.

(4-1-97)

a. Juvenile Detention Centers: Facilities that provide for the temporary care of children, as defined in the Juvenile Justice Reform Corrections Act, who require secure custody, for their own or the community's protection, in physically restricting facilities pending court disposition or subsequent to court disposition. (Section 33-2009, Idaho Code) (4-1-97)

b. Juvenile Offender: A person, as defined in the Juvenile Justice Reform Act, who has been petitioned or adjudicated for a delinquent act that would constitute a felony or misdemeanor if committed by an adult. (4-1-97)

02. Instructional Program. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (4-1-97)

a. Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (4-1-97)

b. Provide instruction in the core of instruction. (4-1-97)

c. Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (4-1-97)

d. Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (4-1-97)

e. Be directed by an instructor who holds an appropriate, valid certificate. (4-1-97)

f. Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (4-1-97)

g. Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (4-1-97)

h. Be provided for a minimum of four (4) hours during each school day. (4-1-97)

i. Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (4-1-97)

j. Be coordinated with the instructional program at the school the student attends, where appropriate. (4-1-97)

k. Be provided in a facility that is adequate for instruction and study. (4-1-97)

03. State Funding of Instructional Programs at Juvenile Detention Centers. (4-1-97)

a. Every student housed in a juvenile detention center pursuant to court order and participating in an

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instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (4-1-97)

b. Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (4-1-97)

c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (4-1-97)

241. -- 999. (RESERVED)

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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, 201920**

(Date for Teacher Preparation Program Approval Accountability)

| (State Board of Education Approval -June 16, 2016)



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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 [similar to mastery-based education](#).

~~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

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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:

The Learner and 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.

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.

Content

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.

Instructional Practice

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

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and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

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.*

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.*

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 Elementary: *The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.*

For Math: *The teacher applies the process of measurement to two and three-*

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~~dimensional objects using customary and metric units. The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.~~

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 Endorsements](#)
 - [School Principals](#)
 - [Superintendents](#)
 - [Special Education Directors](#)
- [Pupil Personnel Services Endorsements](#)
 - [Audiology](#)
 - [School Counselors](#)
 - [School Nurses](#)
 - [School Psychologists](#)
 - [School Social Workers](#)
 - [Speech Language Pathology](#)

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.~~

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~~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).~~

[The Professional Standards Commission \(PSC\) continuously reviews/revises 20% of the standards annually. The standards review process ensures current best practices are embedded.](#)

[The process for all standards reviews are as follows:](#)

- [• A standards review team of content area experts from educators, including those from K-12 schools and higher education, is formed for each standard area.](#)
- [• The team of content area experts reviews the standards and makes revisions, if necessary.](#)
- [• The recommended revisions from the team of content area experts are presented to the PSC.](#)
- [• Once the PSC approves the revisions, they are presented to the State Board of Education for approval.](#)
- [• After the State Board of Education approves the revisions, they are presented to the Legislature for approval and if approved become an incorporated by reference document in state Board Rule.](#)

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 ([IDAPA](#) 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-

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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 knows how to identifyies readiness for learning, and understands how that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.
4. The teacher understands the role of language, and culture, and socio-historical context in learning and knows how to modify differentiate 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 differentiate 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 background 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.

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- | 4. The teacher values ~~the input and contributions of collaborative relationships with~~ 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 linguistic diversity and 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 contemporary and historical impacts on language, culture, family, and community values.
5. The teacher knows how to access reliable 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,

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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.
5. The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

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 (e.g., principles of universal design for learning and culturally responsive pedagogy).
2. The teacher knows how to help create respectful learning communities where learners work productively and cooperatively with each other collaboratively to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environments including norms, expectations, routines, and organizational structures, and multiple levels of behavioral interventions.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

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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 diverse local and global 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 collaboratesing with learners them to make appropriate adjustments, and employing multiple levels of behavioral interventions.
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 and develop rapport 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/she 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/she 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

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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 mindedness) connect to the core subjects and knows how to

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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 multiple forms of communication communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles and 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 mindedness and understanding multiple perspectives, 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.~~
- ~~54.~~ 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 cultures, audiences and purposes.
- ~~65.~~ The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- ~~76.~~ The teacher facilitates learners' ability to develop diverse social and cultural perspectives

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that expand their understanding of local and global issues and create novel approaches to solving problems.

- | **87.** 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.

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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.
8. The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

Performance

1. The teacher balances the use of an effective range of formative and summative assessment strategies 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

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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, professional organizations, community

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organizations, community members).

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 is committed to using 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 is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and 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 types of

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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 an effective range of developmentally, culturally, and linguistically appropriate responsive instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate effective 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 buildrelationships connections.
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 adjust instruction to meet 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, andor 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 othermodes methods of

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communication.

9. The teacher asks questions to stimulate discussions that serve 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 of the strengths and needs of diverse learners when planning and adjustingdesigning flexible 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 adaptingadjusting 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 knowss how to use learner data to analyze practice and differentiate instruction accordingly.

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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 and responsibilities related to the learners' rights (e.g., 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.~~
5. ~~The teacher understands and teacher professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology) (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).~~
6. The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
7. The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities.

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 identifies and reflects on his/her own personal beliefs and biases and accesses resourcesutilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build-develop stronger reciprocal relationships and create more relevant learning experiences.

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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.
7. The teacher builds and implements an Individualized Professional Learning Plan (IPLP) 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.
8. The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

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 culturally responsive teaching—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.

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4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.
5. The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

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 experiences that on how to meet the diverse needs of learners.
3. The teacher engages collaboratively in the school wide effortss 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 technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local communitytools 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 inquiry into 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

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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 is committed to working~~ collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.
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.

GLOSSARY OF TERMS

Culturally Responsive Pedagogy – Pedagogy that recognizes the importance of including student's cultural references in all aspects of learning. (Ladson-Billings)

Global Mindedness – Exploring new ideas and perspectives, as well as having the humility to learn and willingness to work with people around the globe

Learning Environments – The diverse physical and virtual locations, contexts, and cultures in which students learn.

Principles of Universal Design – A set of principles for curriculum development that give all individuals equal opportunities to learn. (udlcenter.org)

Socio-Historical Context – The social and historic factors which shape learning and learning trajectories over time.

*The federal and state governments of Idaho recognize the Idaho's tribes' inherent sovereignty. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.

Idaho Comprehensive Literacy 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 (IDAPA 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.

The standards have been grouped into four general categories and represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

- 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.

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

1. The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

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2. The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
3. The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Performance

1. The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
2. The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
3. The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

1. The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
2. The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
3. The teacher understands text complexity and structures and the importance of matching texts to readers.
4. The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
5. The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
6. The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

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Performance

1. The teacher identifies a variety of high-quality literature and texts within relevant content areas.
2. The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
3. The teacher can analyze texts to determine complexity in order to support a range of readers.
4. The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
5. The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
6. The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

1. The teacher understands terms related to literacy assessment, analysis, and statistical measures.
2. The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
3. The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
4. The teacher understands how to use literacy assessment results to inform and guide intervention processes.
5. The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.

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6. The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Performance

1. The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
2. The teacher utilizes literacy assessment results to inform and guide intervention processes.
3. The teacher can measure and determine students' independent, instructional, and frustration reading levels.
4. The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard IV: Writing Process. *The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre-writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats.*
(Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

1. The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
2. The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
3. The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.
4. The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
5. The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
6. The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
7. The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

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8. The teacher understands the impact of motivation and choice on writing production.

Performance

1. The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
2. The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
3. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
4. The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
5. The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
6. The teacher scaffolds instruction for a range of student writers.
7. The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

—The teacher utilizes choice to motivate writing production.

1.

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Pre-Service Technology Standards

The 2016 Pre-Service Standards Review was conducted by a team of content area experts from across the state of Idaho. The Idaho Pre-Service Technology Standards were revised in January 2016 to align with the Idaho Core Teacher Standards (2013). All teacher candidates are expected to meet the Idaho Core Teacher Standards, including the Idaho 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 ([IDAPA 08.02.02: Rules Governing Uniformity](#)).

The standards review team endeavored to arrive at standards that were comprehensive, research-based, support reciprocity, and promote unique local, regional, and statewide implementations within sound and responsible attention to its fundamental outcomes. Special attention was paid to the recognition that technology-enriched teaching and learning is a continually and rapidly changing process. It was, therefore, important to determine standards that promote the best preparation of teachers to integrate technologies into instruction that continue to be relevant over time and will best suit any school district in Idaho, regardless of its size, location, or resources. In consideration of these variables as well as careful attention to its correlation to the Idaho Core Teaching Standards, the standards review team recommended that the [ISTE \(International Society for Technology in Education\) Standards for Teachers \(2008\)](#) be adopted to serve as the Pre-Service Technology Standards.

The Pre-Service Technology Standards indicate 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 identified in the ISTE Standards for Teachers. These competencies reflect the principles of universal design related to technology, while emphasizing flexibility and accessibility.

Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate knowledge, skills, and dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments. In addition, teacher candidates must become fully aware of Idaho’s technology standards for K-12 students.

The alignment matrix found on the next page of this standards document and shows the connections between the Idaho Core Teacher Standards and the Pre-Service Technology Standards.

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Matrix of Idaho Core Teacher Standards (2013) and ISTE Standards for Teachers (2008)

		Idaho Core Teacher Standards									
		1	2	3	4	5	6	7	8	9	10
ISTE Standards for Teachers	1a			x	x	x			x		
	1b					x		x	x		
	1c				x	x	x				
	1d		x							x	
	2a						x	x	x		
	2b			x				x	x		
	2c	x	x					x	x		
	2d					x					
	3a									x	
	3b		x							x	x
	3c								x	x	
	3d					x	x	x			
	4a			x						x	
	4b		x					x			
	4c			x					x	x	
	4d		x	x					x	x	
	5a								x	x	
	5b								x	x	
	5c								x	x	
	5d								x	x	

ISTE Standards for Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

- 1. Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*

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- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. *Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.*

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. *Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.*

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. *Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.*

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

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- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools
- 5. *Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.***
- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
 - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
 - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
 - d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

ISTE Standards • Teachers

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[Idaho Foundation Standards for Bilingual Education and ENL \(English as a New Second Language \(E~~NSL~~\) Teachers](#)

In addition to the standards listed here, bilingual education and English as a new second language (E~~NSL~~) teachers must All teacher candidates are expected to meet the Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Bilingual Education Teachers or (2) Idaho Standards for English as a New Second Language (E~~NSL~~) Teachers 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 ([IDAPA](#) 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual and E~~NSL~~ 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 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 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 processes of language acquisition and the stages of development of linguistically diverse students, and the role that culture plays in students’ educational experiences.
2. The teacher understands the advantages/concepts of bilingualism, and biliteracy in regards to language development and how a student’s first language may influence second language development, 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.

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21. The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language aquisitiondevelopment.
32. The teacher facilitates students' use of their primary first 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.~~

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 nuances~~ differences in culture infor planning, integrating, and delivering inclusive learning experiences structuring academic experiences.
2. The teacher understands how a student's first language may influence second language production (ex: accent, code switching, inflectional endings).
32. The teacher understands there is are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities distinction between (learning disabilities/giftedness) and second language development.
43. The teacher understands the importance of how and when to provideing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

Performance

1. The teacher identifies ways to promotes respect for and advocate for diverse linguistic cultures communities 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.
32. The teacher demonstrates the ability to collaborates with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionaliestoe

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distinguishes between issues of learning disabilities/giftedness and second language development.

43. The teacher provides appropriate accommodations that allow students to access academic content demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
4. The teacher identifies and describes characteristics of major language and cultural groups in Idaho.

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 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 that language is socially constructed and the importance of individual and collaborative learning influence of culture on student motivation and classroom management.
2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

Performance

1. The teacher demonstrates the ability to create a culturally responsive approach to classroom management environment.

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 evolution, research, and current federal and state legal mandates of bilingual and ENL education for linguistically diverse learners.
2. The teacher understands and knows how to identify differences various language instruction educational program and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands that language is a system (including linguistic and socio-

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linguistic) 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 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.
31. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establishes goals, designs curricula and instruction, and facilitates 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.
2. The teacher evaluates various language instruction program models and makes possible recommendations for improvement.
3. The teacher analyzes language demands for 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.

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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 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. ~~1. The teacher uses develops 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 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 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 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.~~
52. ~~The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.~~
43. The teacher understands the ~~relationship and~~ difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.

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- 5. The teacher is familiar with the state English language proficiency assessment.
- 64. The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners with limited English proficiency, the students' families, and to colleagues.
- 75. The teacher understands appropriate accommodations for language learners being tested in the content areas.
- 86. 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.~~
- 21. The teacher demonstrates the ability to uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
- 32. The teacher demonstrates the ability to 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.
- 43. The teacher uses~~demonstrates the ability to identify and utilize~~ appropriate accommodations for language learners being tested in the content areas.
- 54. The teacher demonstrates the ability to uses English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to ~~make informed decisions about~~evaluate language instruction program effectiveness.

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

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 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.

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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.

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 understands 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 understands research and evidence based 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 ous culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher employs has a repertoire of effective research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

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 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 the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction importance of staying current on research related to language learning.

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.

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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 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, and leadership to promote opportunities for language learners.

Performance

1. The teacher creates identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher identifies ways in which to collaborates with colleagues to promote opportunities for language learners.
3. The teacher identifies ways in which to 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~~

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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 Second Language (ENSL) – The teaching/studying of English by nonnative English speakers-ESL is an educational approach in which English language learners are instructed in the use of English as an additional language. ESL refers to an additive language to either bilingual or multilingual speakers of other languages.

~~Refers to the teaching of English to speakers of other languages~~

Inflectional Endings

~~Grammatical markers or suffixes used in standard conventional language production~~

Primary First Language – ~~An individual's most developed language A person's native language and/or language spoken most fluently - also known as: L1, primary language, home language, native language, heritage language~~

Register

~~The usage of language in a particular social context~~

Second Language – Any language that one speaks other than one's first language - also known as L2, target language, additive language

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.neela.gwu.edu

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

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www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

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[Idaho Standards for Bilingual Education 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, bilingual education teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual Education 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 bilingual education teacher understands the stages of development for learners of two languages and the impacts on their language and development.

Performance

1. The bilingual education teacher uses evidence-based strategies and approaches that promote bilingualism and biliteracy for language 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.

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

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content.

Knowledge

1. The bilingual education teacher has communicative competence and academic language proficiency in the first language and in the second language.
2. The bilingual education teacher understands the linguistic features of both the first language and the second language.
3. The bilingual education teacher has knowledge of the cultures of the first language and the second language.
4. The bilingual education teacher understands the methodology of teaching biliteracy.

Performance

1. The bilingual education teacher demonstrates proficiency in key linguistic structures and the ability to expose students to the linguistic features of the first and second language, such as various registers, dialects, and idioms.
2. The bilingual education teacher demonstrates the ability to address the cultures of the first and the second language in an instructional cycle.
3. The bilingual education teacher demonstrates the ability to plan literacy instruction for students in a bilingual program.

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.

Knowledge

1. The bilingual education teacher understands how to measure students' level of proficiency in the first language and in the second language.

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.

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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.

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[Idaho Standards for English as a Second Language \(ESL\) 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, English as a Second Language (ESL) teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English as a Second Language 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 ESL teacher understands linguistic features of the English language.

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Performance

1. The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.

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 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 ([IDAPA](#) 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.

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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).

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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.

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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.

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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.

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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.

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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).

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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.

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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).

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.

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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 Foundation Standards for Professional-Career 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. Additionally, all teacher candidates are expected to meet the requirements defined in IDAPA (08.02.02: Rules Governing Uniformity).

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 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 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 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 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 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.

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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. The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.

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.

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 technological principles, processes, terminology, and skills, and safety practices of the occupational area—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.
43. The teacher understands industry trends and labor market needs.
54. The teacher understands organizational and leadership structures in the workplace leadership models.
65. The teacher understands the philosophical principles and the practices of professional career-technical education.
76. The teacher understands the importance of intra-curricular student leadership qualities development in career technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.
21. The teacher demonstrates specific occupational skills necessary for employment.
32. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

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- 43. The teacher incorporates and promotes leadership skills in state-approved Professional Career Technical Student Organizations (PCTSO).
- 5. The teacher writes and evaluates occupational objectives and competencies.
- 6. The teacher uses a variety of technical instructional resources.
- 74. The teacher assesses the occupational needs of the community.
- 85. The teacher facilitates experiences designed to develop skills for successful employment.
- 96. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

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

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 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 how to useanalyze informationdata about a student's progress, including assessments, to evaluate work-place readiness.
- 2. The teacher knows how to understands the importance of conducting a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
- 3. The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.
- 4. The teacher understands how to assess student learning in applicable laboratory settings.
- 3. The teacher understands how evaluation connects to instruction.

Performance

- 1. The teacher writes and evaluates occupational goals, objectives, and competencies analyzes data about a student's progress, including assessments, to evaluate workplace readiness.

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2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning, provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.
3. The teacher modifies the curriculum, instruction, and the program based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data follow up data from recent graduates and employers.

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

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 recognizes understands the scope and sequence state-approved career technical secondary-to-postsecondary standards and competencies, of content and how these are organized in the curriculum.
2. The teacher understands how to embed state-approved career technical student organization (CTSO) activities in the curriculum PTSOs across secondary and postsecondary technical curricula.
23. 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.
21. The teacher designs instruction to meet state-approved career technical secondary-to-postsecondary curricula community and industry standards expectations.

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

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 entry level skills in the occupation.
2. The teacher understands workplace culture and ethics.

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- | 31. The teacher understands how to provide students with realistic occupational and/or work experiences.
- | 42. The teacher knows how to ~~use—utilize~~ education ~~professionals, trade—and industry~~ 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.~~
- | 83. The teacher understands integration of ~~student~~ leadership ~~training development~~, community involvement, and personal growth into instructional strategies.
- | 4. The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.

Performance

- 1. The teacher models ~~appropriate ethical~~ 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~~ ~~into~~ 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.~~
- 86. The teacher discusses innovation and ~~the entrepreneur~~ ~~ship~~ ~~ial~~ role in the workforce and incorporates them where possible.

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.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly

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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 the value and impact of having a professional development plan.
21. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.
2. The teacher understands the importance of maintaining current technical skills and seeking continual improvement.
3. The teacher understands current state and federal guidelines and regulations related to career technical education requirements.

Performance

1. The teacher collaborates with an administrator to create a professional development plan.
21. 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.
2. The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.

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 understands the contributions of role technical advisory committees play in continuous program improvement.
2. The teacher understands the importance of using the employment community industry experts to develop and validate occupational skills.
3. The teacher understands how to effect change in professional technical education and in the occupational area taught.
44. The teacher knows about understands the importance of professional organizations within the content and occupational areas.
54. The teacher knows understands career technical education advanced opportunitieshow to

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~~cooperatively develop articulation agreements between secondary and postsecondary programs.~~

65. The teacher understands the ~~structure local, state, and national opportunities~~ of state-approved ~~Pcareer Ttechnical Sstudent Oorganizations (CTSO)~~.

7. ~~The teacher understands the ideas, opinions, and perceptions of business and industry.~~

Performance

1. The teacher ~~establishes and uses~~ ~~participates with technical~~ 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 Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students a safe and productive learning environment.

Knowledge

1. The teacher understands how to safely handle and 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.

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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 PreparationCareer Readiness - 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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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 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 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 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 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 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 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 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

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that make these aspects of subject matter meaningful for learners.

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 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 ~~s~~Supervised ~~a~~Agricultural ~~e~~Experience (~~SAE~~) 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.

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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~~-SAE 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 6: Communication Skills - ~~The teacher uses a variety of communication techniques to foster learning and communication 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.~~

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 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. The teacher can develop and utilize performance-based assessments to evaluate student projects.

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 understands the integrated programmatic approach of incorporating classroom and laboratory, FFA, and SAE.

Performance

1. The teacher actively incorporates components of FFA and SAE into instruction.

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

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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 that experiential learning theory is the foundation for classroom/laboratory instruction, SAE, and FFA leadership development.

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 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: 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 understands the role of industry experts in agricultural education settings for the purpose of formal training.
2. The teacher understands the role of adult volunteers in secondary agricultural education and FFA programs.

Standard 11: Learning EnvironmentSafety - *The teacher creates and manages a classroom/laboratories that are clean, orderly, safe, and productive learning environment accessible to all students.*

Standard 12: Workplace PreparationCareer Readiness - *The teacher prepares students to meet the competing demands and responsibilities of the workplace.*

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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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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 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 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 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 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 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 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

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1. The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

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.~~

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 possesses a foundational level of knowledge about a broad range of business and business technology subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration which support current state-approved standards.
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.
42. The teacher understands how to advise, oversee and operate facilitate 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.
41. The teacher integrates BPA through intra-curricular approaches in the business program of study.
2. The teacher integrates academic concepts into business and business technology content areas.

Standard 6: Communication Skills ~~The teacher uses a variety of communication techniques to foster learning and communication skills.~~

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

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

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 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 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: 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.

Standard 11: Learning EnvironmentSafety - The teacher creates and manages classroom/laboratories that are clean, orderly, a safe, and productive learning environment accessible to all students.

Standard 12: Workplace Preparation Career Readiness - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

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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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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 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 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 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 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.

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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 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 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 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.

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 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.
32. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
43. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
54. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
5. The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.
6. The teacher understands the science and practical application involved in planning,

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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.
14. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

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.~~
21. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
32. 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~~

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workplace.

- | 73. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
- | 85. 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.
- | 96. The teacher demonstrates the design, selection, and care of textiles and apparel products.
- | 107. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
- | 118. 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.
- | 129. 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 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication 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.

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 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 formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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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 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 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 when planning instruction.
2. The teacher understands how program alignment across grade levels (6-12) and disciplines family and consumer sciences content area 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 4: Multiple Instructional Strategies *The teacher understands and uses a variety of instructional strategies to develop student learning.*

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 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 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 how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

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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.*

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.*

Standard 11: Learning Environment Safety - *The teacher creates and manages classroom/laboratories that are clean, orderly, ~~a~~ safe, and ~~productive learning environment~~ accessible to all students.*

Standard 12: Workplace PreparationCareer Readiness - *The teacher prepares students to meet the competing demands and responsibilities of the workplace.*

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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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 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 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 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 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 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 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

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1. The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

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.*

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 possesses a foundational level of knowledge about a broad range of business marketing and marketing technology subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing which support current state-approved teacher endorsement standards.
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.
42. The teacher understands how to advise, oversee, and operate facilitate 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 chapter and how it relates to the Idaho and National DECA organizations.

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.
41. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intra-curricular approach within the marketing program of study.
2. The teacher integrates academic concepts into marketing and marketing technology content areas.

Standard 6: Communication Skills *The teacher uses a variety of communication techniques*

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to foster learning and communication 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.

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

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

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 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 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: 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.

Standard 11: Learning EnvironmentSafety - The teacher creates and manages classroom/laboratories that are clean, orderly, a safe, and productive learning environmentaccessible to all students.

Standard 12: Workplace PreparationCareer Readiness - The teacher prepares students to

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| *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 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 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 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 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 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 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 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.*

Standard 4: Content Knowledge. *The teacher understands the central concepts, tools of*

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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 basic understanding of ~~contemporary~~ communications technology; 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 automated 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 technology; 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-an~~ 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 6: Communication Skills. The teacher uses a variety of communication techniques to foster learning and communication 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.

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

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

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 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 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: 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.

Standard 11: Learning EnvironmentSafety - The teacher creates and manages classroom/laboratories that are clean, orderly, a safe, and productive learning environmentaccessible to all students.

Standard 12: Workplace PreparationCareer Readiness - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

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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.

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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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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,

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- 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.

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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.

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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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

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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.

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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 ([IDAPA](#) 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.

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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-digital 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.

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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.

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- 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,

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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.~~

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

3.1. 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 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 ([IDAPA](#) 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.

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 young children’s and early adolescents’ literacy and language development influence learning and instructional decisions across content areas.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
3. The teacher recognizes the role of inquiry and exploration in learning and 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 that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.
2. The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

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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 for the student.
3. The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

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 importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Performance

1. The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.
3. The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

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 concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, 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 how children learn language, the basic sound structure of language, semantics and syntaxes, diagnostic tools, and assessment data to improve student reading and writing abilities.
3. The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).

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4. The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.
5. The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.
6. The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
7. 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.
8. The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
9. 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.
10. The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Performance

1. The teacher models appropriate and accurate use of written and spoken language.
2. The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.
3. The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntaxes, diagnostic tools, and assessment data to improve student reading and writing abilities.

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.

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Knowledge

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

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.*

Performance

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

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. The teacher engages all learners in developing higher order thinking skills.

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.*

Knowledge

1. The teacher understands the significance of engaging in collaborative data-driven decision making.

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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 ([IDAPA](#) 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.~~

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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

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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.
6. The teacher understands how to embed Technology Student Association (TSA) activities through intra-curricular approaches in the engineering program of study.
7. The teacher understands the differences in engineering career pathways and opportunities.

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.
4. The teacher facilitates students working in teams to solve engineering design problems.

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5. The teacher facilitates student understanding of engineering career pathways and opportunities.

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.
- 4.1. The teacher knows the symbols, terminology, and notations specific to engineering.
 - 5.2. 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.
- 4.1. 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.
- 8.2. 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.*

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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.
- 5.1. 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.
- 2.1. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives ability to apply an engineering design process to address an engineering design problem.
- 3.2. 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 to measure students' ability to use notation, terminology, and symbols in oral and written communication.
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

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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.

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Knowledge

1. The teacher understands how to incorporate design into instructional practice 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.
 1. The teacher uses a variety of instructional tools and resources for teaching engineering design.
42. 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 is familiar with professional engineering organizations and resources available through them.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.

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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.
 - 6.1. The teacher stays abreast of professional engineering literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
 - 7.2. 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.

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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 OF TERMS

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 – Preparation would be a bachelor's degree

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 – Preparation would be an associate's degree or bachelor's degree in engineering technology

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 ([IDAPA](#) 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.

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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.

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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.

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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.

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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 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 ([IDAPA](#) 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.

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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.

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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.

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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.

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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.

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Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and 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.

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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 ([IDAPA](#) 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.

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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, tactal, 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 tactal 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.

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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.

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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.

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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.

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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, tactful, 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.

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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.

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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: 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.

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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).

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**Idaho Standards for Special Education Teachers of Students who are
Deaf/Hard of Hearing**

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule ([IDAPA](#) 08.02.02: Rules Governing Uniformity).

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.

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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 implementing 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.

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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 #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).

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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.

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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.

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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.

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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, transliterators, 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 transliterators) 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.

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 ([IDAPA](#) 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.

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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.

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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.

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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.

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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.

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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.

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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.

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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

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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.

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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.

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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. 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.

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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 OF TERMS

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.

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Instructional Strategies – Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

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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 ([IDAPA](#) 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.

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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 Idaho Content 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.

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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.

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***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 ([IDAPA](#) 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.

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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.

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*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.

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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.

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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.

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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.

*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 ([IDAPA](#) 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.

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 knows how to recognize students’ mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
2. The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
3. The teacher plans and facilitates learning activities that value students’ ideas and guide the development of students’ ways of thinking, and mathematical dispositions in line with research-based learning progressions.

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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 how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.
2. The teacher knows how to use assessment data and appropriate interventions for students.

Performance

1. The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

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 knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.
3. The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
4. The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
5. The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

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Performance

1. The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
2. The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.
3. The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.
4. The teacher implements the standards for mathematical practice and engages students in the use of those practices.

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 how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Performance

1. The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

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 how to assess students' mathematical reasoning.

Performance

1. The teacher assesses students' mathematical reasoning.

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 content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
2. The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

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Performance

1. The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

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 formulate or access questions and 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 inquiry, discourse, and problem-solving approaches.
3. The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
4. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
5. The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Performance

1. The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
3. The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
4. The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
5. The teacher uses student conceptions and misconceptions to guide and facilitate learning.

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.

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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.

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 ([IDAPA](#) 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.

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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.

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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).

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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).

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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.

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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 ([IDAPA](#) 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.

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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).

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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.

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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.

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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 OF TERMS

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one or 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.

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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.

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 ([IDAPA](#) 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.

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 knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
2. The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Performance

1. The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
2. The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

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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 Idaho State Science Standards within their appropriate certification, including all components.
2. The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
3. The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
4. The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
5. The teacher understands the processes of science (i.e., Science and Engineering Practices).

Performance

1. The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
2. The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
3. The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
4. The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
5. The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

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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 how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Performance

1. The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

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 how to implement Science and Engineering Practices in instructional planning.
2. The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
3. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
4. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher implements Science and Engineering Practices in instructional planning.
2. The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
3. The teacher designs lessons which allow students to utilize mathematics and technology to

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analyze, interpret, and display scientific data.

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 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 instructional design.
2. The teacher incorporates current scientific research findings into instructional design.

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.*

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

1. The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
2. The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
3. The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
4. The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
5. The teacher knows how to evaluate a facility for compliance with safety regulations.

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6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
2. The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
3. The teacher ensures safe science activities appropriate for the abilities of all students.
4. The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
5. The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
6. The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a variety of laboratory and field techniques appropriate to their content area.
2. The teacher knows a variety of strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
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 ([IDAPA](#) 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.

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 major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.

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2. The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
3. The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.
4. The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Performance

1. The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.
2. The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
3. The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.
4. The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

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.

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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 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 ([IDAPA 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.

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 has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands fundamental structures of atoms and molecules.

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3. The teacher understands basic principles of ionic, covalent, and metallic bonding.
4. The teacher understands periodicity of physical and chemical properties of elements.
5. The teacher understands laws of conservation of matter and energy.
6. The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.
7. The teacher understands kinetic molecular theory and gas laws.
8. The teacher understands mole concept, stoichiometry, and laws of composition.
9. The teacher understands solutions and colligative properties.
10. The teacher understands acids/base chemistry.
11. The teacher understands fundamental oxidation-reduction chemistry.
12. The teacher understands fundamental organic chemistry and biochemistry.
13. The teacher understands applications of chemistry in personal and community health and environmental quality.
14. The teacher understands fundamentals of nuclear chemistry.
15. The teacher understands the importance of accuracy and precision in measurements.
16. The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
17. The teacher understands the different types of chemical reactions.
18. The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

1. The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.
2. The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.
3. The teacher applies the basic principles of ionic, covalent, and metallic bonding.

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4. The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).
5. The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).
6. The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
7. The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
8. The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
9. The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
10. The teacher applies the concepts of acids/base chemistry to predict properties and reactions.
11. The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
12. The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
13. The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.
14. The teacher can 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 radioactive decay.
15. The teacher applies accuracy and precision to their measurements and calculations.
16. The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
17. The teacher categorizes and identifies a variety of chemical reaction types.
18. The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

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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 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 ([IDAPA](#) 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.

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 major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

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2. The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
3. The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Performance

1. The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
2. The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
3. The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

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,

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families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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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***

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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 ([IDAPA](#) 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.

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 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,

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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.

Performance

1. The teacher develops and applies conceptual models to describe the natural world.
2. The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

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 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 ([IDAPA](#) 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.

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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.

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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.

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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 ([IDAPA](#) 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).

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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.

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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 ([IDAPA](#) 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.

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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 ([IDAPA](#) 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.

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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.

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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 ([IDAPA](#) 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.

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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.

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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.

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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 Teacher Leaders

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. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

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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.

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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.

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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.

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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. [Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule \(IDAPA 08.02.02: Rules Governing Uniformity\).](#)

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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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 ([IDAPA](#) 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.

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.

Knowledge

1. The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

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 history and foundation of arts education.

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2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.
4. The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.
5. The teacher understands that the arts communicate, challenge, and influence culture and society.
6. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.
7. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.
8. The teacher understands connections between art curriculum and vocational opportunities.

Performance

1. The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

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 relationships between the arts and how the arts are vital to all content areas.

Performance

1. The teacher engages students in identifying relationships between the arts and other content areas.
2. The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

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 assessment strategies specific to creating, performing, and responding.

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2. The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Performance

1. The teacher assesses student work specific to creating, performing, and responding.

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 that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

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 regulations regarding copyright laws.

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 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, the community, and society.

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2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.
2. The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Performance

1. The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

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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 ([IDAPA](#) 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.

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.

Performance

1. The teacher is able to prepare students for musical performance, including:
 - Singing, alone and with others, a varied repertoire of music.
 - Performing on instruments, alone and with others, a varied repertoire of music.
 - Reading and notating music

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2. The teacher is able to teach students how to create music, including:
 - Improvising melodies, variations, and accompaniments.
 - Composing and arranging music within specified guidelines.
3. The teacher is able to prepare students to respond to musical works, including the following:
 - Listening to, analyzing, and describing music.
 - Evaluating music and music performances.
4. The teacher is able to prepare students to make musical connections, including:
 - Understanding relationships between music, the other arts, and disciplines outside the arts.
 - Understanding music in relation to history and culture.

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. The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

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 Theatre 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 ([IDAPA](#) 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Theatre 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.

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 knows the history of theater as a form of entertainment and as a reflection of culture and society influence.
2. The teacher knows the basic history, theories, and processes of play writing, acting, and directing.

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3. The teacher understands technical theatre/stagecraft is an essential component of theatre arts.

Performance

1. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.
2. The teacher demonstrates proficiency in all aspects of performance.

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. The teacher demonstrates the ability to direct shows for public performance.
2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

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.

Performance

1. Teacher demonstrates the ability to secure performance rights for various forms of productions.

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.

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Standard 11: Safety and Management - The teacher creates a safe, productive physical environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher understands how to operate safely and maintain the theatre facility.
2. The teacher understands how to operate safely and maintain technical theatre equipment.
3. The teacher understands OSHA and safety standards specific to theatre arts.
4. The teacher understands how to manage safely the requirements unique to theatre arts.

Performance

1. The teacher can operate safely and maintain the theatre facility.
2. The teacher can operate safely and maintain technical theatre equipment.
3. The teacher employs OSHA and safety standards specific to theatre arts.
4. The teacher can manage safely the requirements unique to theatre arts.

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 ([IDAPA](#) 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.

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 a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists’ styles and understands the historical and contemporary movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to art making

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- and art criticism.
4. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).
 5. The teacher understands the value of visual arts as they relate to everyday experiences.

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 and contemporary movements and cultural contexts of those works.
3. The teacher applies the elements and principles of art and how they relate to art making and art criticism.
4. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).
5. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their 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,

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families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 (IDAPA 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 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 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 that the process of second language acquisition includes a variety of skills the interrelated skills of listening, speaking, reading, and writing within the presentational, interpretive, and interpersonal modes of communication.
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.
43. The teacher knows the methodologies and theories specific to second language acquisition.
54. The teacher knows university/college expectations of world languages and the life long benefits of second language learning understands the learner development process from novice to advanced levels of language proficiency.

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Performance

1. The teacher uses a variety of skills within the presentational, interpretive, and interpersonal modes of communication instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
2. The teacher integrates cultural knowledge into all language development instruction.
3. The teacher builds on integrates the language learning strengths of students rather than focusing on their weaknesses theories for first and second language acquisition related to cognitive development in order to facilitate language growth.
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.

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 sociolinguistic factors such as that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs that affect and other factors play a role in how individuals perceive and relate to their own culture and language and that of the second culture and language others.
2. The teacher understands that students' diverse individual learning needs styles and how they affect the process of second-language acquisition.

Performance

1. The teacher plans incorporates learning activities that enable students to grasp the significance of language and identify how their perception of the target culture(s) al compares with their own similarities and differences.
2. The teacher differentiates instruction to incorporate address the diverse needs of the individual students' second language acquisition cognitive, emotional and psychological learning styles.

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

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engagement in learning, and self-motivation

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 that, due to the nature of second language acquisition, students thrive in a low affective filter learning environment need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques (e.g., comprehensible input and output) 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 strategies that encourage a low affective filter, such as group/pair work, focused practice, positive error correction, and classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.
2. The teacher implements current best practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

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.*

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 ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for language skills according to interpretive, presentational, and interpersonal modes listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) al perspectives as they are reflected in which the target language is used.
3. The teacher understands key linguistic structures (e.g., phonetics, morphology, semantics, syntax, pragmatics) 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).

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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.target language and culture perceives and is perceived by other the target languages and culture(s).
7. ~~The teacher understands how the U.S. is perceived by the target language culture(s).~~
- 8~~7~~. 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 performance according to interpretive, presentational, and interpersonal modes 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 integrates language skills and cultural knowledge the following activities in the target language within the presentational, interpretive, and interpersonal modes of communication: listening, speaking, reading, writing, and culture.
3. The teacher promotes advocates for the value and benefits of world language learning to students, educators, education stakeholders and the community.
4. The teacher uses the target language extensively in formal, informal, and conversational contexts—presentational, interpretive, and interpersonal modes of communication 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 how the target language/culture perceives and is perceived by other languages and cultures.
8. The teacher encourages students to understand that demonstrates how culture and language are intrinsically tied connected.
9. The teacher demonstrates the way(s) in which key linguistic structures, including phonetics, morphology, semantics, syntax, and pragmatics, particular to the target language, compare to English communication patterns.

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

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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 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 proficiency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

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 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 knows the NCSSFL-ACTFL Proficiency Guidelines Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, and writing, signing).
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 uses the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing) to create proficiency- based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture to create proficiency-based formative and summative assessments.
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

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strategies.

4. The teacher appropriately assesses for both the content and form of communication.

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

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 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.
4. The teacher understands the relationship of a variety of well-articulated, sequential, and developmentally appropriate language outcomes and language program models.
5. The teacher knows how to create organized and cohesive curriculum towards successful second language acquisition.

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.
4. The teacher creates organized and cohesive curriculum towards successful second language acquisition.

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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.

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 that the need to stay current on world languages methodologies continue to change in response to based on emerging research in second language acquisition.
2. The teacher understands instructional practices that balance content focused and form focused facilitate proficiency-based learning.
3. The teacher knows instructional strategies that foster higher level thinking skills such as critical thinking and problem solvingunderstands the importance of remaining 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.

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.
32. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

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 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: 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,

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families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows—understands the importance of and how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able—knows how to communicate to the students, parents, education stakeholders 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 acquisition on first language mastery and education in general.

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.
32. 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

American Council of Teachers of Foreign Languages (ACTFL) - an organization for world language professionals of K-12 and higher education that sets the standards for an 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 interpretive, interpersonal, and presentational modes for real-world situations in a spontaneous and non-rehearsed context. For each skill In addition, they provide proficiency these guidelines that 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 Gguidelines 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 Gguidelines present the levels of proficiency as ranges, and describe

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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)

ACTFL Performance Descriptors – a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. Performance is described as the ability to use language that has been learned and practiced in an instructional setting.

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

Comprehensible Input – language that is accessible to students by ensuring that the instructor is using the target language within the reach of the students' comprehension

Comprehensible Output – language produced by the learner that is understandable to others, often through trial and error

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

Education Stakeholders – students, parents, faculty, administration, and community members

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.

Interpersonal Mode (ACTFL) – learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions

Interpretive Mode (ACTFL) – learners understand, interpret, and analyze what is heard and read on a variety of topics

Low Affective Filter – a metaphorical filter that is caused by a student's negative emotions which reduce the student's ability to understand the language spoken to them

NCSSFL (National Council of State Supervisors of Foreign Languages)-ACTFL Can Do

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Statements – describe the specific language tasks that learners are likely to perform at various levels of proficiency

Negotiation of Meaning – a process that speakers go through to reach a clear understanding of each other

Presentational Mode (ACTFL) – Learners present information, concepts, and ideas to inform, persuade, explain, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

Proficiency – using the target language with fluency and accuracy

Second Language – Any language that one speaks other than one's first language - also known as L2, target language, additive language

Second Language Acquisition – The process by which people learn a second language and the scientific discipline that is devoted to understanding that process

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)

Task-Based – Task-based learning focuses on the use of authentic language through meaningful tasks, such as visiting the doctor or requesting an appointment with an instructor through email. This method encourages meaningful communication and is student-centered.

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

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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). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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).*

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

Administrator Endorsements

Idaho Standards for School Principals

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for school principals were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective school principals. 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 higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Mission, Vision, and Beliefs - Effective school principals develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

1. The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.
2. The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.
3. The school principal understands how to model and pursue the school’s mission, vision, and beliefs in all aspects of leadership.

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Performance

1. The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.
2. The school principal articulates, advocates, and cultivates beliefs that define the school's culture and stress the imperative of child-centered education.
3. The school principal strategically develops and evaluates actions to achieve the vision for the school.
4. The school principal reviews the school's mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Standard 2: Ethics and Professional Norms - Effective school principals act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

1. The school principal understands ethical frameworks and perspectives.
2. The school principal understands the Code of Ethics for Idaho Professional Educators.
3. The school principal understands policies and laws related to schools and districts.
4. The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
5. The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.

Performance

1. The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
2. The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
3. The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.

Standard 3: Equity and Cultural Responsiveness – School principals strive for equity of educational opportunity and culturally responsive practices to promote all students' academic

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success and well-being.

Knowledge

1. The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.
2. The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.
3. The school principal understands the importance of preparing students to live productively in and contribute to society.
4. The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.

5. The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.

Performance

1. The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.
2. The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.
3. The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 4: Curriculum, Instruction, and Assessment - School principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

1. The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.
3. The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

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4. The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.
5. The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

Performance

1. The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.
2. The school principal uses and promotes the effective use of technology in the service of teaching and learning.
3. The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.

Standard 5: Community of Care and Support for Students - School principals cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Knowledge

1. The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.
2. The school principal understands how to promote adult-student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
3. The school principal understands the laws and regulations associated with special student populations.
4. The school principal understands various intervention strategies utilized to close achievement gaps.
5. The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance

1. The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

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2. The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
3. The school principal cultivates and reinforces student engagement in school and positive student conduct.

Standard 6: Professional Capacity of School Personnel - School principals develop the professional capacity and practice of school personnel to promote all students' academic success and well-being.

Knowledge

1. The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.
2. The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
3. The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
4. The school principal understands the importance of the personal and professional health of teachers and staff.
5. The school principal understands the Idaho adopted framework for teaching.
6. The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.
7. The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.
8. The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Performance

1. The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
2. The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
3. The school principal increases their professional learning and effectiveness through

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reflection, study, and improvement, maintaining a healthy work-life balance.

4. The school principal utilizes observation and evaluation methods to supervise instructional personnel.

Standard 7: Professional Community for Teachers - School principals foster a professional community of teachers and other professional staff to promote all students' academic success and well-being.

Knowledge

1. The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.
2. The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
3. The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.
4. The school principal understands how to encourage staff-initiated improvement of programs and practices.

Performance

1. The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.
2. The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.
3. The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.

Standard 8: Meaningful Engagement of Families and Community – School principals engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote all students' academic success and well-being.

Knowledge

1. The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
2. The school principal understands and values the community's cultural, social, and intellectual, resources to promote student learning and school improvement.
3. The school principal understands how to develop and provide the school as a resource for

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families and the community.

4. The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.
5. The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.
6. The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.
7. The school principal understands how to employ the community's cultural, social, and intellectual resources to promote student learning and school improvement.

Performance

1. The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
2. The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
3. The school principal advocates publicly for the needs and priorities of students, families, and the school community.

Standard 9: Operations and Management – School principals manage school operations and resources to promote all students' academic success and well-being.

Knowledge

1. The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
2. The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
3. The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
4. The school principal understands the need to be responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
5. The school principal understands how to employ technology to improve the quality and efficiency of operations and management.

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6. The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
7. The school principal understands governance processes and internal and external politics toward achieving the school's mission and vision
8. The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
9. The school principal understands the value of transparency regarding decision making and the allocation of resources.
10. The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

11. The school principal understands how to protect teachers' and other staff members' work and learning from disruption.
12. The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
13. The school principal understands how to develop and manage productive relationships with the district office and school board.
14. The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.

Performance

1. The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
2. The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
3. The school principal utilizes technology to improve the quality and efficiency of operations and management.
4. The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.

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5. The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

Standard 10: Continuous School Improvement – School principals act as agents of continuous school improvement to promote all students' academic success and well-being.

Knowledge

1. The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.
2. The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
3. The school principal understands change and change management processes.
4. The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.
5. The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
6. The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
7. The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.
8. The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
9. The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.

Performance

1. The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
2. The school principal analyzes situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

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3. The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

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Idaho Standards for School Superintendents

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for superintendents were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective superintendents. 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 higher education preparation programs to use knowledge and performance 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, ~~school~~ superintendents must also meet the Idaho Foundation Standards for School Administrators Principals as they apply to the superintendency.

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

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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

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- 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.

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~~**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.**~~

Standard 1: Mission, Vision, and Beliefs – Effective superintendents develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Knowledge

1. The superintendent understands the principles of developing and implementing strategic plans.

Performance

1. The superintendent articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education and continuous improvement.
2. The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.
3. The superintendent reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.
4. The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.
5. The superintendent models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

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Standard 2: Ethics and Professionalism – Effective superintendents act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Performance

1. The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.
2. The superintendent acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
3. The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Standard 3: Equity and Cultural Responsiveness – Effective superintendents strive for equity of educational opportunity and respect diversity.

Performance

1. The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
2. The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
3. The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.

Standard 4: High Expectations for Student Success – Effective superintendents set high expectations for all students and cultivate the conditions for student learning.

Performance

1. The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.
2. The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.

Standard 5: High Expectations for Professional Practice – Effective superintendents develop the professional capacity and practice of school personnel to promote student success.

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Performance

1. The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.
2. The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.
3. The superintendent delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.
4. The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.
5. The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.
6. The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
7. The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.
8. The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.
9. The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.
10. The superintendent designs and implements job-embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.

Standard 6: Advocacy and communications – Effective superintendents engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Performance

1. The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.
2. The superintendent creates means for the district community to partner with families to

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support student learning in and out of schools in the district.

3. The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.
4. The superintendent works effectively in the political environment at district, local, and state levels.
5. The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 7: Operations and Management – Effective superintendents manage district operations and resources to promote system success.

Knowledge

1. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.
2. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.
3. The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
4. The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

Performance

1. The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.
2. The superintendent organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
3. The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.
4. The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
5. The superintendent develops and maintains data and communication systems for continuous

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improvement.

6. The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.
7. The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.

Standard 8: Continuous Improvement – Effective superintendents engage in a process of continuous improvement to ensure student success.

Knowledge

1. 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.

Performance

1. The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
2. The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.
3. The superintendent utilizes data to drive improvement.
4. The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.
5. The superintendent manages change – uncertainty, risks, competing initiatives, and politics.
6. The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.

Standard 9: Governance – Effective superintendents understand how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

Knowledge

1. The superintendent understands and complies with applicable laws, statutes, and regulations.
2. The superintendent understands the role of and effectively utilizes legal counsel.
3. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

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4. The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.

Performance

1. The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.
2. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
3. The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.
4. The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.
5. The superintendent develops and fosters a productive relationship with the local governing board.
6. The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.

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Idaho Standards for Special Education Directors

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for special education directors were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective special education directors. 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 higher education preparation programs to use knowledge and performance 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, special education directors must also meet Idaho Foundation Standards for School Administrators Principals 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

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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*

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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.

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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.

Standard 1: Mission, Vision, and Beliefs - Effective special education directors develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

1. The special education director understands the importance of the district's mission and vision to promote academic success and well-being of all students.
2. The special education director understands the beliefs of the teaching profession that promote high-expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.
3. The special education director understands the importance of leading with the district's mission, vision and beliefs.

Performance

1. The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.
2. The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the successful learning and development of all children and on instructional and organizational practices that promote such success.

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3. The special education director articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.
4. The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.
5. The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.
6. The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 2: Ethics and Professional Norms - Effective special education directors act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

1. The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.

Performance

1. The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
2. The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.
3. The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.
4. The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.

Standard 3: Equity and Cultural Responsiveness – Special education directors strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Knowledge

1. The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.

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2. The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.

Performance

1. The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.
2. The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
3. The special education director address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: Curriculum, Instruction, and Assessment - Special education directors develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

1. The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.
2. The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.
3. The special education director understands the importance of assessment and the different types of assessment that drive instruction.

Performance

1. The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.
2. The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.
3. The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.

Standard 5: Community of Care and Support for Students - Special education directors

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cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.

Knowledge

1. The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.
2. The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.

Performance

1. The special education director promotes adult-student, peer-peer, school, and district-community relationships that value and support academic learning and positive social and emotional development.
2. The special education director infuses the district's learning environment with the cultures and languages of the district's community.

Standard 6: Professional Capacity of District and School Personnel - Special education directors develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

Knowledge

1. The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.
2. The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.

Performance

1. The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
2. The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.
3. The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.

Standard 7: Professional Community for Teachers - Special education directors foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

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Knowledge

1. The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
2. The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.

Performance

1. The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.
2. The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
3. The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.
4. The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.
5. The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.
6. The special education director encourages special and general education staff-initiated improvement of programs and practices.

Standard 8: Meaningful Engagement of Families and Community – Special education directors engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Knowledge

1. The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.
2. The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.

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Performance

1. The special education director is approachable, accessible, and welcoming to families and members of the community.
2. The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.
3. The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.
4. The special education director creates means for the district community to partner with families to support student learning in and out of district.
5. The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.
6. The special education director develops and provides the district as a resource for families and the community.
7. The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.
8. The special education director advocates publicly for the needs and priorities of students, families, and the community.
9. The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 9: Operations and Management – Special education directors manage district operations and resources to promote all students' academic success and well-being.

Knowledge

1. The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.
2. The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.

Performance

1. The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.

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2. The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
3. The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
4. The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.
5. The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
6. The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.
7. The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.

Standard 10: Continuous School and District Improvement - Special education directors act as agents of continuous school and district improvement to promote each student's academic success and well-being.

Knowledge

1. The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.
2. The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.

Performance

1. The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
2. The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.

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3. The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.

4. The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

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Pupil Personnel Services Endorsements

Idaho Standards for Audiology

All audiology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology. Retrieved 1/6/17 from <http://www.asha.org/Certification/2012-Audiology-Certification-Standards/>) These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective audiologists. 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 higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.

Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a) confirmation that the degree earned is equivalent to a U.S. doctoral degree, (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.

The CFCC has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program – The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA accreditation in audiology.

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Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.

Standard III: Program of Study – Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.

Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.

Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.

Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.

Standard IV: Knowledge and Skills Outcomes – Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Implementation: This standard distinguishes between acquisition of knowledge for Standards IV-A.1–21 and IV-C.1, and the acquisition of knowledge and skills for Standards IV-A.22–29, IV-B, IV-C.2–11, IV-D, IV-E, and IV-F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.

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Standard IV-A: Foundations of Practice – The applicant must have knowledge of:

- A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
 - A2. Genetics and associated syndromes related to hearing and balance
 - A3. Normal aspects of auditory physiology and behavior over the life span
 - A4. Normal development of speech and language
 - A5. Language and speech characteristics and their development across the life span
 - A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
 - A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
 - A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
 - A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
 - A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
 - A11. Principles, methods, and applications of psychometrics
 - A12. Principles, methods, and applications of psychoacoustics
 - A13. Instrumentation and bioelectrical hazards
 - A14. Physical characteristics and measurement of electric and other nonacoustic stimuli
 - A15. Assistive technology
 - A16. Effects of cultural diversity and family systems on professional practice
 - A17. American Sign Language and other visual communication systems
 - A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
 - A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
 - A20. Health care and educational delivery systems
 - A21. Universal precautions and infectious/contagious diseases
- The applicant must have knowledge and skills in:
- A22. Oral and written forms of communication
 - A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:
 - a. occupational and industrial environments
 - b. community noise
 - c. classroom and other educational environments
 - d. workplace environments
 - A24. The use of instrumentation according to manufacturer's specifications and recommendations
 - A25. Determining whether instrumentation is in calibration according to accepted standards
 - A26. Principles and applications of counseling
 - A27. Use of interpreters and translators for both spoken and visual communication
 - A28. Management and business practices, including but not limited to cost analysis.

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budgeting, coding and reimbursement, and patient management

A29. Consultation with professionals in related and/or allied service areas

Standard IV-B: Prevention and Identification – The applicant must have the knowledge and skills necessary to:

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems

B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs

B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B5. Educate individuals on potential causes and effects of vestibular loss

B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment – The applicant must have knowledge of:

C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral

C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function

C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems

C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)

C8. Evaluating auditory-related processing disorders

C9. Evaluating functional use of hearing

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment) – The applicant must have knowledge and skills in:

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication

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D2. Development of a culturally appropriate, audiology rehabilitative management plan that includes, when appropriate, the following:

- a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
- b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiology rehabilitation to optimize device use
- c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
- d. Provision of comprehensive audiology treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems

D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments

D4. Treatment and audiology management of tinnitus

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)

D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems

D7. Evaluation of the efficacy of intervention (treatment) services

Standard IV-E: Advocacy/Consultation – The applicant must have knowledge and skills in:

E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders

E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services

E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration – The applicant must have knowledge and skills in:

F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiology services

F2. Applying research findings in the provision of patient care (evidence-based practice)

F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence

F4. Administering clinical programs and providing supervision of professionals as well as support personnel

F5. Identifying internal programmatic needs and developing new programs

F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

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Standard V: Assessment – Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment – The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Implementation: Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.

Standard V-B: Summative Assessment – The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VI: Maintenance of Certification – Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.

Implementation: Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.

Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities.

If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.

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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. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

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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.

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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.

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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.

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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.

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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. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

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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.

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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.

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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. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

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- 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.

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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 assists in promoting the use of evidence-based interventions with fidelity.

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.

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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.

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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

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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.

Standard 9: 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.

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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.

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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.

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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. Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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.

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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.

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- 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

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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.

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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.

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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.

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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.

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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.

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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.

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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*.

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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.

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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.

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Idaho Standards for Speech-Language Pathology

All speech-language pathology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all speech-language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for speech-language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved 12/30/16 from <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.) These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective speech language pathologists. 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 higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard I: Degree – The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program – All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

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Standard III: Program of Study – The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

Standard IV: Knowledge Outcomes

Standard IV-A – The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

Standard IV-B – The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C – The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;

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- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

Standard IV-D – For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E – The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F – The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G – The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H – The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

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Standard V: Skills Outcomes

Standard V-A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

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- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. *Supervised clinical experience* is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours

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must be spent in direct client/patient contact.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's

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total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F – Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment – The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship – The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family

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member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

Standard VII-A: Clinical Fellowship Experience – The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

Standard VII-B: Clinical Fellowship Mentorship – The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional

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colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to:

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the *Clinical Fellowship Report and Rating Form*, which includes the *Clinical Fellowship Skills Inventory (CFSI)*, as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

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If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

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SUBJECT

Proposed Rule, Docket No. 08-0202-1702, Rules Governing Uniformity, Incorporation by Reference, Standards for Idaho School Buses and Operations

REFERENCE

June 2011	Board approved amendments to the Idaho School Buses and Operations Manual and proposed rule incorporating by reference the updated manual into IDAPA 08.02.02.004.02.
November 2011	Board approved pending rule Docket 08-0202-1101 incorporating by reference the June 2011 Idaho School Buses and Operations Manual.
June 2016	Board approved amendments to Standards for Idaho School Buses and Operations and proposed rule incorporating by reference the updated manual into IDAPA 08.02.02.004.02.
November 2016	Board approved pending rule Docket 08-0202-1605, updates to Standards for Idaho School Buses and Operations (rejected by legislature)

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, and 33-1501 through 33-1512, Idaho Code
IDAPA 08.02.02.004, 150 - .190, Rules Governing Uniformity – Standards for Idaho School Buses and Operations

BACKGROUND/DISCUSSION

The National School Transportation Specifications and Procedures were changed and approved at the 16th National Congress on School Transportation in May of 2015. The revised edition of the incorporated by reference document, Standards for Idaho School Buses and Operations (SISBO), reflects the changes from the national level. Additional language was added to clarify, or to reflect manufacturing or operational procedures. The changes to SISBO include: the reformatting of school bus specifications from bus body and bus chassis standards to an integrated bus standard as well as the actual specifications, alternative fuels, school bus inspections, general operations, disabilities-special health care, Idaho School Bus Withdrawal from Service Standards, and others. Furthermore, changes to the bus bidding process, general language revision, proration of non-conforming vehicles, and the reinstatement of field trip mileage, shuttle, training, and maintenance mileage was included. The rule will reflect a new approval date of the SISBO by the State Board of Education (Board).

Pending Rule docket no. 08-0202-1605 was approved by the Board in November 2016. However, it was rejected by Legislature during the 2017 session due to concerns brought forth by constituents regarding the proration and removal of non-reimbursable expenses related to non-school buses used to transport students. Unfortunately, the concern was not one that could be remedied through a change

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to SISBO. Rather, it would have required an amendment to Section 33-1006, Idaho Code.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested amendments to the incorporated document. No comments were received during the public meetings. One (1) written comment was received through the Department's public comment online submission form.

IMPACT

According to the statement of purpose for 2017 Senate Bill 1123, the financial impact of the reinstatement of field trip mileage is estimated to be between \$2.25 million and \$2.5 million per year.

The financial impact of the reinstatement of shuttle, training, and maintenance mileage is estimated to be approximately \$958,000.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0202-1702	Page 5
Attachment 2 – Revised Standards for Idaho School Buses and Operations	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1006, Idaho Code sets out the provisions for Idaho's public school transportation support program. In 2009, House Bill 256 amended the transportation support program limiting reimbursable transportation to transportation directly associated with transporting students for the purpose of regular school attendance. Prior to this time school districts could be reimbursed with activities associated with class room activities, such as field trips. The 2017 Legislature approved amendments to the transportation support program (SB1123) reinstating language that would allow school districts to be reimbursed for transportation associated with classroom activities. The proposed amendments include provisions brought forward and approved by the Board in 2016 and reinstates provisions regarding the reimbursement of miles for field trips that was removed from the Standards for Idaho School Buses and Operations in 2009 due to the statutory changes.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration

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then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

BOARD ACTION

I move to adopt the revised Standards for Idaho School Buses and Operations as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0202-1702, Rules Governing Uniformity – Incorporation by Reference, Standards for Idaho School Buses and Operations, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.02, “Rules Governing Uniformity,” are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

001. TITLE AND SCOPE.

01. **Title.** These rules shall be known as IDAPA 08.02.02, “Rules Governing Uniformity.” (4-5-00)

02. **Scope.** Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver’s Education and Juvenile Detention Centers. (7-1-02)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (7-1-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in these rules, administrative appeals are by written application to the State Board of Education pursuant to IDAPA 08.01.01, “Rules of the State Board of Education and Board of Regents of the University of Idaho – Administrative Procedures and Records,” Section 050. (3-14-05)

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 June 16, 2016. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-29-17)

02. Standards for Idaho School Buses and Operations as approved on June 23, 2011August 10, 2017. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.boardofed.idaho.gov>. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <http://www.boardofed.idaho.gov>. (3-29-17)

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Appendix A

SDE Field Trip Flow Chart

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STANDARDS FOR IDAHO SCHOOL BUSES AND OPERATIONS

(Rule by Reference—IDAPA 08.02.02.150-219004.02)

INTRODUCTION TO SCHOOL BUS CONSTRUCTION STANDARDS

- A. This edition of Standards for Idaho School Buses and Operations – July 1, 20122017, is based on the latest report from the Fifteenth Sixteenth National Congress on School Transportation, Warrensburg, MissouriDes Moines, Iowa, May 20102015, (National School Transportation Specifications & Procedures) and(Title 33, Chapter 1533-1511, Idaho Code).
- B. This portion of Standards for Idaho School Buses and Operations – July 1, 20122017, is divided into five sections: Chassis Standards, Body Idaho School Bus Standards, Standards for Specially Equipped School Buses, Standards for Alternative Fuel for School Buses, and, Removal from Service Criteria and Student Transportation Operations. ~~There are two basic reasons for this format: (1) to define minimum chassis and body standards and (2) to assign responsibility for providing specific equipment. Items delineated in the chassis standards are to be provided by the chassis manufacturer. Items delineated in the body standards are to be provided by the body manufacturer. Most of the items delineated in the Specially Equipped School Bus Section are to be provided by the body manufacturer and most of the requirements for Standards for Alternative Fuel for School Buses are the responsibility of the chassis manufacturer. Therefore, whenever a school district purchases these types of vehicles, special attention must be given to both the chassis specifications and the body specification as they relate to the specific manufacturers.~~
- C. For new vehicles, it is the responsibility of the vehicle manufacturers to certify compliance with applicable federal standards by installing a certification plate in the driver's area on each vehicle. However, as the vehicle is maintained over its useful life, it is the responsibility of those who supervise and perform work on the vehicle to assure on-going compliance with all applicable standards. When routine maintenance checks reveal any unsafe condition as defined in these standards, the school district will remove the vehicle from service and will eliminate the deficiency before returning the vehicle to service. For this reason, maintenance personnel training, quality components, quality workmanship and thorough maintenance records are essential.

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STATUTORY AUTHORITY

- A. The State Board of Education (SBOE) shall adopt, publish and distribute, and from time to time as need therefore arises, amend, minimum standards for the construction of school buses, the basis of which standards shall be those incorporated in the latest report of the National Conference on School Transportation, which report shall be filed with the Idaho State Police (Section 33-1511, Idaho Code).
- B. All school buses shall at all times conform to the standards of construction prescribed therefore by the ~~state board of education~~ SBOE. Before any newly acquired school bus is used for transporting pupilstudents, it shall be inspected by a duly authorized representative of the ~~s~~State ~~d~~Department of eEducation (SDE), and if, upon inspection, it conforms to prescribed standards of construction, or such other standards prescribed by law or regulation, it may be used for transporting pupilstudents; otherwise, no such school bus shall be used for that purpose. The ~~B~~board of Trustees of each school district shall provide for an annual inspection of all school buses by district personnel or upon contract at intervals of not more than twelve (12) months. The district, over the signature of the superintendent, shall file with the ~~state department of education~~ SDE its report of inspection of the school buses operated by the authority of the school district. At intervals of not more than sixty (60) days during each school year, the board of trustees shall cause inspection to be made of all school buses operating under the authority of the board. In addition, the ~~state department of education~~ SDE shall conduct random, spot inspections of school buses throughout the school year. Whenever any school bus is found, upon inspection, to be deficient in any of the prescribed standards, or is found in any way to be unsafe or unfit for the transportation of pupilstudents, such vehicle shall be withdrawn from service and shall not be returned to service until the district certifies the necessary repairs have been made (Section 33-1506, Idaho Code).
- C. Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Sections 49-120(5) and 33-1504, Idaho Code. School buses shall not be removed from SDE inventory unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.
- C.D. Administrative Rules of the State Board of Education: Idaho Administrative Procedures Act (IDAPA) 08.02.02.004.02, 08.02.02.150 and IDAPA 08.02.02.160.

RESPONSIBILITIES OF SUPPLIERS

Delivery Requirements: The school bus manufacturer shall provide the following materials to the purchaser of a new school bus at the time the unit is delivered to the purchasing school district or contractor. Also, the new school bus dealer, school district or contractor shall temporarily provide the following materials to the state school bus inspector at the time the unit undergoes its new school bus state inspection:

- A. Line set tickets for each bus built: ~~as a complete unit, and a separate set of line set tickets for buses manufactured in two pieces.~~
- B. A copy of a completed pre-delivery inspection (PDI) form for each individual unit.

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- C. Warranty book and statement of warranty for each individual unit (**Note:** All warranties shall commence on the day that the purchaser accepts possession of the completed bus);
- D. Service manual (or related resource) for each individual unit or group of identical units;
- E. Parts manual (or related resource) for each individual unit or group of identical units; and
- F. A copy of district bid specifications with the dealerships comments.

DEFINITIONS

A. National School Transportation Specifications & Procedures – School Bus Types

1. Type A

A Type "A" school bus is a van conversion or bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. The entrance door is behind the front wheels. This definition includes two (2) classifications: Type A-1, with a Gross Vehicle Weight Rating (GVWR) less than or equal to fourteen thousand five hundred (14,500) pounds; and Type A-2, with a GVWR greater than fourteen thousand five hundred (14,500) pounds and less than or equal to twenty-one thousand five hundred (21,500) pounds.

2. Type B

~~A Type "B" school bus is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications; Type B1, with a GVWR less than or equal to 10,000 pounds; and Type B2, with a GVWR greater than 10,000 pounds.~~

3.2. Type C

A Type "C" school bus is constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels also known as a conventional style school bus. This type also includes ~~the cut away-a truck chassis or truck chassis with cab with or without a left side door and~~ with a GVWR greater than twenty-one thousand five hundred (21,500) pounds.

4.3. Type D

A Type "D" school bus is constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels also known as a rear engine or front engine transit style school bus.

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B. Code of Federal Regulations, 49 CFR Part 390.5 - Definitions

1. **Bus** means any motor vehicle designed, constructed, and/or used for the transportation of passengers, including taxicabs.
2. **School bus** means a passenger motor vehicle, which is designed or used to carry more than ten (10) passengers in addition to the driver, and which the U.S. Secretary of Transportation determines is likely to be significantly used for the purpose of transporting preprimary, primary, or secondary school students to such schools from home or from such schools to home.
3. **School bus operation** means the use of a school bus to transport only school children and/or personnel from home to school and from school to home.

C. Idaho Code Section 33-1504, Idaho Code - School Buses

A motor vehicle shall be deemed a "school bus" when it has a seating capacity of more than ten (10) persons and meets the current national and state minimum standards for school bus construction, and is owned and operated by a school district or a common carrier and is used exclusively for transporting pupilstudents, or is owned by a transportation contractor and is used regularly for transporting pupilstudents.

D. Idaho Code Section 49-120 (5), Idaho Code – School Buses

"School bus" means every motor vehicle that complies with the color and identification requirements set forth in the most recent edition of "Minimum Standards for School Buses" and is used to transport children to or from school or in connection with school approved activities and includes buses operated by contract carriers.

E. Technology and Equipment, New

1. It is the intent of these standards to accommodate new technologies and equipment that will better facilitate the transportation of all students. When a new technology, piece of equipment or component is desired to be applied to the school bus and it meets the following criteria, it may be acceptable.
 2. The technology, equipment or component shall not compromise the effectiveness or integrity of any major safety system, unless it completely replaces the system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits, and the yellow color scheme.)
 3. The technology, equipment or component shall not diminish the safe environment of the interior of the bus.
 4. The technology, equipment or component shall not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.

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5. The technology, equipment or component shall not create undue additional activity and/or responsibility for the driver.
6. The technology, equipment or component shall generally increase efficiency and/or safety of the bus, or generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus or generally assist the driver or make his/her many tasks easier to perform.

WAIVERS

The State Board of Education (SBOE) may grant a waiver of any construction standard not required by state or federal law to any school district, school bus manufacturer, or school bus dealer upon written request. Written requests shall be submitted to the State Department of Education Student Transportation staff which shall make an appropriate recommendation to the State Board of Education SBOE subsequent to review by the Student Transportation Steering Committee. The Board will not grant waivers of any construction standard required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations -(IC Section 33-1506, Idaho Code, IDAPA 08.02.01.001).

IDAHo SCHOOL BUS CHASSIS STANDARDS

A. Air Cleaner

1. A dry element type air cleaner shall be provided.
2. All diesel engine air filters shall include a latch-type restriction indicator that retains the maximum restriction developed during operation of the engine. The indicator should include a reset control so the indicator can be returned to zero when desired. Type A buses are not exempt from this requirement.

B. Air Conditioning (Non-Reimbursable Option – see exception)

1. ~~Chassis installed a~~Air conditioning must meet the ~~same~~ requirements ~~as these~~ cited in the bus body standards under “~~Heat~~ersing and Air Conditioning Systems.”
2. Reimbursement Exception: Air conditioning shall be reimbursable under the ~~pupil~~student transportation support program when the school district can demonstrate a need subsequent to ~~an~~Individuals with Disabilities Education Act (IDEA) mandated related service and where a cooling vest would not be sufficient.

C. Aisle

All emergency exit doors shall be accessible by a ~~twelve (12)~~ 12 inches minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair, or tie down. Flip seats are not allowed.

D. Axles

The front and rear axle and suspension systems shall have gross axle weight rating (GAWR) at ground commensurate with the respective front and rear weight loads of the bus loaded to the rated passenger capacity.

E. Back-Up Warning Alarm

An automatic audible alarm shall be installed behind the rear axle, providing a minimum of 112 dBA, and shall comply with the published Backup Alarm Standards (~~(Society of Automotive Engineers (SAE) J994B)~~1, ~~providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.~~

F. Battery

Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

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G. Brakes (General)

1. The chassis brake system shall conform to the provisions of the Federal Motor Vehicle Safety Standards (FMVSS) No. 105, No. 106 and No. 121 as applicable.
All buses shall have either a parking pawl in the transmission or a park brake interlock that requires the service brake to be applied to allow release of the parking brake.
2. The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors (Four Channel System).
3. All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).
4. The brake lines, booster-assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.
5. The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a device located on the instrument panel within seated reach of a 5th percentile female driver (FMVSS No. 208). As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the “park” position.
6. The power-operated parking brake system may be electronically interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the “off” position, the parking brake cannot be released until the key switch is turned back to the “on” position.

H. Brakes (Hydraulic)

Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system. Buses using hydraulic-assist brakes shall meet requirements of FMVSS No.105. -Type A and B buses may be an Original Equipment Manufacturer (OEM) standard.

I. Brakes (Air)

The air pressure supply system shall include a desiccant-type air dryer installed according to the manufacturers' recommendations. The air pressure storage tank system may incorporate an automatic drain valve.

1. The chassis manufacturer should provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.

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2. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with Idaho Commercial Driver's License (CDL) pre-trip inspection requirements.
3. Air brake-equipped buses may be equipped with a service brake interlock. If so equipped, the parking brake shall not release until the brake pedal is depressed.
4. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.
5. Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

J. Bumper (Front)

1. All school buses shall be equipped with a front bumper. ~~The front bumper shall be furnished by the chassis manufacturer as part of the chassis on all school bus types unless there is a specific arrangement between the chassis manufacturer and body manufacturer.~~
2. The front bumper shall be of pressed steel channel or equivalent material ~~(except Type A-1 buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less which may be OEM supplied)~~ at least three-sixteenths (3/16)" inch thick and not less than eight (8) inches wide (high). It shall extend beyond forward-most part of the body, grille, hood, and fenders and shall extend to outer edges of the fenders at the bumper's top line.
3. Type A buses having a GVWR of fourteen thousand five hundred (14,500) pounds or less may be equipped with an OEM-supplied front bumper. The front bumper shall be of sufficient strength to permit being pushed by another vehicle on a smooth surface with a five (5) degree (8.7 percent) grade, without permanent distortion. The contact point on the front bumper is intended to be between the frame rails, with as wide a contact area as possible if the front bumper is used for lifting, the contact points shall be under the bumper attachments to the frame rail brackets unless the manufacturer specifies different lifting points in the owner's manual. Contact and lifting pressures should be applied simultaneously at both lifting points.
4. Front bumper, except breakaway bumper ends, shall be of sufficient strength to permit pushing a vehicle of equal gross vehicle weight without permanent distortion to the bumper, chassis, or body.
5. A towing device (hooks, eyes, and bar) shall be furnished on all school bus types and attached so as not to project beyond the front bumper. Towing devices attached to the frame chassis shall be furnished by the chassis manufacturer. This installation shall be in accordance with the chassis manufacturer's specifications. Tow hooks or eyes shall have an individual strength rating of thirteen thousand five hundred (13,500) pounds each, for a combined rating of twenty-seven thousand (27,000) pounds. For pulling and lifting purposes, tow

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hooks are meant to be used simultaneously. For pulling, angularity applied to the tow hooks will decrease the capacities of the tow hooks.

NOTE: Type A buses are exempt from this requirement for front tow hooks or eyes due to built-in crush zones. ~~Rear tow devices are addressed in the Bus Body Specifications under Towing Attachments Points.~~

6. The bumper shall be designed or reinforced so that it will not deform when the bus is lifted by a chain that is passed under the bumper (or through the bumper if holes are provided for this purpose) and attached to the towing (~~t~~Type A may be OEM) device(s). For the purpose of meeting this specification, the bus shall be empty and positioned on a level, hard surface and the towing device(s) shall share the load equally.

K. Bumper (Rear)

1. The bumper on Type A-1 bus shall be a minimum of eight (8) inches wide (high) and Type A-2, B, C, and D bus bumper shall be a minimum of nine and one-half (9 ½) inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size or lifted without permanent distortion.
2. The bumper shall wrap around back corners of the bus. It shall extend forward at least twelve (12) inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.
3. The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or side. It shall be designed to discourage hitching of rides by an individual.
4. The bumper shall extend at least one (1) inch beyond the rear-most part of the body surface measured at the floor line.
5. The bottom of the rear bumper shall not be more than thirty (30) inches above ground level.

L. Certification

The ~~chassis manufacturer~~seller of the new bus, upon request of the ~~Idaho State Department of Education~~SDE Student Transportation Department, shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) ~~on-for~~ items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

- a. The body manufacturer upon request of the ~~Idaho State Department of Education~~ Student Transportation Section shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) ~~on-for~~ items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

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~~Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.~~

M. Clutch

- a. ~~Clutch torque capacity shall be equal to or greater than the engine torque output.~~
- b. ~~A starter interlock shall be installed to prevent actuation of the starter if the clutch pedal is not depressed.~~

N.M. Color

1. The chassis, including axle hubs and front bumper, shall be black. Body cowl, hood, and fenders shall be in national school bus yellow (NSBY). The flat top surface of the hood may be non-reflective black or non-reflective NSBY, according to School Bus Manufacturers Technical Council publication - 008.
2. The entire rub rail and body exterior paint trim shall be black. Entrance door exterior (excluding glass) shall be NSBY or black, or unpainted aluminum. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.
3. Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School Transportation Specifications & Procedures Placement of Reflective Markings. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.
4. Rims may shall be gray or black ~~as received from the manufacturer.~~
5. Multi-Function School Activity Buses (MFSABs) shall be exempt from these requirements.

O.N. Communications

All school buses used to transport students shall be equipped with two-way voice communication or SDE pre-approved device other than CB radios.

P.O. Construction

1. **Side Intrusion Test:** The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle, or exceed twenty thousand (20,000) pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.
2. The complete body structure, or a representative seven-body section mock up with seats installed, shall be load-tested at a location twenty-four (24)- inches

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plus or minus two (2) inches above the floor line, with a maximum ten (10)-inch diameter cylinder, forty-eight (48)-inches long, mounted in a horizontal plane.

3. The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two (2) internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or twenty thousand (20,000) pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten (10) inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.
4. Body companies shall certify compliance with this intrusion requirement, including test results, if requested.
5. Construction shall be reasonably dust-proof and watertight.

P. Crossing Control Arm (Optional)

1. Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.
2. All components of the crossing control arm and all connections shall be weatherproofed.
3. The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.
4. The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications (see METAL TREATMENT).
5. There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.
6. The crossing control arm shall extend a minimum of seventy (70) inches (measured from the bumper at the arm assembly attachment point) when in the extended position.
7. The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.
8. An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.

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9. The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.

Q. Defrosters

1. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow.
Exception: The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.
2. The defrosting system shall conform to SAE J381.
3. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculating air type.
4. Auxiliary fans are not considered defrosting or defogging systems.

R. Doors, Entrance

1. The entrance door shall be in the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than twenty-five (25) pounds of force to operate at any point throughout the range of operation, as tested on a ten ~~40~~-percent (10%) grade both uphill and downhill.
2. The entrance door shall be located on the right side of the bus, opposite and within direct view of driver.
3. The entrance door shall have a minimum horizontal opening of twenty-four (24) inches and a minimum vertical opening of sixty-eight (68) inches.
4. The entrance door shall be a split-type door and shall open outward.
5. All entrance door glass shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten (10) inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall not be more than three (3) inches below the interior door control cover or header pad.
6. Vertical closing edges on entrance doors shall be equipped with flexible material to protect children's fingers.
7. There shall be no door to left of driver on Type B, C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer's standard left-side door.

8. All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and extend the full width of the door opening.
9. On power-operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate left or right of the entrance door and must be clearly labeled. The emergency valve, switch or device shall work in the absence of power.

S. Drive Shaft

The drive shaft shall be protected by a metal guard or guards around the circumference of the drive shaft to reduce the possibility of its whipping through the floor or dropping to the ground, if broken.

T. Electrical System

1. Battery:

- a. ~~The storage battery shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 25 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.~~
- b. ~~Since all batteries are to be secured in a sliding tray in the body (type A and B buses may be OEM), chassis manufacturers shall temporarily mount the battery on the chassis frame, except that van conversion or cutaway front-section chassis may be secured in accordance with the manufacturer's standard configuration. In these cases, the final location of the battery and the appropriate cable lengths shall be agreed upon mutually by the chassis and body manufacturer. However, in all cases the battery cable provided with the chassis shall have sufficient length to allow some slack, and be of sufficient gauge to carry the required amperage.~~

1. Battery

- a. The manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt or chassis frame so that the battery is accessible for convenient servicing from the outside. When in the stored position, the tray shall be retained by a securing mechanism capable of holding the tray [with battery(ies)] in position when subjected to a 5g load from any direction. The battery compartment door or cover if separate from the tray shall be hinged at the front or top. It shall be secured by a positive operated latching system or other type fastener. The door may be an integral part of the battery slide tray. The door or cover must fit tightly to the body, and not present sharp edges or snagging points. Battery cables shall meet SAE requirements. Battery cables

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shall be of sufficient length to allow the battery tray to fully extend.
Any chassis frame mounted batteries shall be relocated to a battery compartment on Type A buses.

- a.b. If equipped with a battery disconnect switch it shall not interfere with the backup portion of a hydraulic brake system.

2. Alternator:

- a. All Type A-2 buses and Type B buses with a GVWR of fifteen thousand (15,000) lbs. pounds or less shall have, at a minimum, a one hundred thirty (130) ampere alternator. Buses equipped with an electrically powered wheelchair lift and/or air conditioning shall be equipped with the highest rated capacity available from the chassis OEM.
- b. Types A-2 and Type B buses over fifteen thousand (15,000) lbs. pounds GVWR and all Type C and D buses shall be equipped with a heavy-duty truck or bus-type alternator, having a minimum output rating of 160-two hundred (200) amperes or higher, and should produce a minimum current output of fifty 50 percent (50%) of the rating at engine idle speed.
- c. All other buses than those described in B1-2.a. Buses equipped with an electrically powered wheelchair lift and/or air conditioning or other accessories shall have a minimum alternator output of two hundred forty (240) amperes and may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.
- d. Buses equipped with an electrically powered wheelchair lift, air conditioning or other accessories may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.
- e. A belt alternator drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on any other driven components. (See SBMTC; "School Bus Technical Reference," for estimating required alternator capacity, available at <http://www.nasdpts.org>)
- f. A direct drive alternator is permissible in lieu of a belt driven alternator.

3. Wiring:

- a. All wiring shall conform to current applicable recommended practices of the Society of Automotive Engineers (SAE) standards.
- b. All wiring shall use color and at least one other method of identification. The other method shall be either a number code or name code, and each chassis shall be delivered with a wiring diagram that illustrates the wiring of the chassis.

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c. The chassis manufacturer shall install a readily accessible terminal strip or plug on the body side of the cowl or in an accessible location in the engine compartment of vehicles designed without a cowl. The strip or plug shall contain the following terminals for the body connections:

- 1) Main 100-ampere body circuit;
- 2) Tail lamps;
- 3) Right turn signal;
- 4) Left turn signal;
- 5) Stop lamps;
- 6) Back up lamps; and
- 7) Instrument panel lamps (rheostat controlled);

d. Multiplex wiring is recommended and may exempt manufacturers from some of the above wiring standards.

4. Circuits:

a. An appropriate identifying diagram (color plus a name or number code) for all chassis electrical circuits shall be provided to the body manufacturer for distribution to the end user.

b. The headlamp system must be wired separately from the body-controlled solenoid.

c. Multiplex wiring is recommended and may exempt manufacturers from some of the above circuitry standards.

5. Daytime Running Lamps (DRL): A daytime running lamps system meeting chassis manufacturer's specifications shall be provided.

6. Switches: All control switches shall be labeled to identify their function.

U. Emergency Exits and Emergency Exit Alarm Systems

1. Any installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217 and 49 CFR Part 571.217.

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2. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least four hundred (400) square inches. The lower portion of the rear emergency doors on Types A-2, B, C, and D vehicles shall be equipped with a minimum of three hundred fifty (350) square inches of approved safety glazing.
3. There shall be no steps leading to an emergency door.
4. The words "~~EMERGENCY DOOR~~" or "EMERGENCY EXIT" in letters at least two (2") inches high, shall be placed at the top of or directly above the emergency exit, ~~or on the door in on~~ the metal panel above the top glass, both inside and outside the bus.
5. The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three (3) inches wide and one (1) inch thick, and shall extend the full width of the door opening.
6. There shall be no obstruction higher than one-quarter (1/4) inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening, shall be free of sharp edges or burrs.
7. ~~(In accordance with Federal Regulations Title 49 CFR 571.217 e~~Each school bus shall have the designation "Emergency Door" or "Emergency Exit," as appropriate, in letters at least five (5) centimeters high, of a color that contrasts with its background. For emergency exit doors, the designation shall be located at the top of, or directly above, the emergency exit door on both the inside and outside surfaces of the bus. Concise operating instructions describing the motions necessary to unlatch and open the emergency exit shall be located within sixteen (16) (fifteen)15 centimeters of the release mechanism on the inside surface of the bus. These instructions shall be in letters at least one (1) centimeter high and of a color that contrasts with its background. [Examples: (1) Lift to Unlatch, Push to Open; (2) Turn Handle, Push Out to Open.] Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the interior or exterior of the emergency exit door.
8. The rear emergency window shall have a lifting assistance device that will aid in lifting and holding the rear emergency window open.
9. Each emergency exit door of a school bus shall be equipped with a positive door opening device that, after the release mechanism has been operated, bears the weight of the door; keeps the door from closing past the point at which the door is perpendicular to the side of the bus body, regardless of the body's orientation; and provides a means for release or override. The positive door opening device shall perform the functions ~~specified in paragraph (a)(3)(i) (A) and (B)~~ of this section without the need for additional action beyond opening the door past the point at which the door is perpendicular to the side of the bus body (Emergency door(s) holder—language (49 CFR Part 571.217, S.5.4.2.1(a) Emergency Exit Doors).

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10. Types A, B, C, and D vehicles shall be equipped with a total number of emergency exits as follows for the indicated actual passenger capacityies of vehicles. Exits required by FMVSS No. 217 may be included to comprise the total number of exits specified.

<u>Number of Passengers</u>	<u>Number of Emergency Exits per Side</u>	<u>Number of Roof Hatches</u>
<u>0 - 42</u>	<u>1</u>	<u>1</u>
<u>43 - 78</u>	<u>2</u>	<u>2</u>
<u>79 - 90</u>	<u>3</u>	<u>2</u>

- ~~Zero to 42 Passengers = one emergency exit per side and one roof hatch.~~
- ~~43 to 78 Passengers = two emergency exits per side and two roof hatches.~~
- ~~79 to 90 Passengers = three emergency exits per side and two roof hatches.~~

10.11. Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. Operation instructions shall be clearly readable of a contrasting color, and be located within six inches-fifteen (15) centimeters of the release mechanism. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.

11.12. Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.

12.13. Vandal lock may be installed, if applicable, the interlock and vandal lock should shall be interconnected.

V. Emergency Equipment

1. Fire extinguisher:

- a. The bus shall be equipped with at least one (1) UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

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- b. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal (breakable) that will not interfere with the use of the fire extinguisher.
2. First-aid kit:
 - a. The bus shall have an easily removable, metal moisture-proof and dustproof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit.
The location for the first aid kit shall be marked. First-aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
 - b. Contents shall, at a minimum, include:
 - 1) Two (2) - 1 inch x 2 1/2 yards adhesive tape;
 - 2) Twenty-four (24) -sterile gauze pads; 3 inches x 3 inches;
 - 3) One-hundred (100) - 3/4 inch x 3 inches adhesive bandages;
 - 4) Eight (8) - 2 inch bandage compress;
 - 5) Ten (10) - 3 inch bandage compress;
 - 6) Two (2) - 2 inch x 6 feet sterile gauze roller bandages;
 - 7) Two (2) -non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with two (2) safety pins;
 - 8) Three (3) -sterile gauze pads; 36 inches x 36 inches;
 - 9) Three (3) -sterile eye pads;
 - 10) One (1) -rounded-end scissors;
 - 11) One (1) - mouth-to-mouth airway; and
 - 12) One (1) -pair medical examination gloves.
3. Body fluid clean-up kit:
 - a. Each bus shall have an easily removable metal removable and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver's compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

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b. Contents shall, at a minimum, include:

- 1) One (1) —pair medical examination gloves;
- 2) Absorbent;
- 3) One (1) —scoop;
- 4) One (1) —scraper or hand broom;
- 5) Disinfectant; and
- 6) Two (2) —plastic bags.

4. Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS No.125. The warning device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. ~~The lid of the approved box may be designed so as to reveal the contents of the box without opening the lid.~~

5. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one (1) inch letters, identifying each piece of equipment contained therein.
6. Tape(s) and silicone sealants do not meet breakable type seal requirement. Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.
7. Ignitable flares and axes are not allowed on school buses.

2. Engine Fire Extinguisher (Non-Reimbursable Option—see exception)

~~The chassis manufacturer may provide an automatic fire extinguisher system in the engine compartment, which may be reimbursable with prior approval.~~

W. Exhaust System

1. The exhaust pipe, muffler, tailpipe, and after treatment system shall be outside the bus body compartment and attached to the chassis so as not to damage any other chassis component.
2. The tailpipe shall be constructed of a corrosion-resistant tubing material at least equal in strength and durability to 16-gauge steel tubing of equal diameter. ~~The tailpipe may be flush with, but shall not extend out more than two (2) inches~~

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beyond the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.

2.3. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus Type A-1 may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door. Exhaust may exit through the bumper.

3.4. Chassis mManufacturers shall furnish an exhaust system with tailpipe of sufficient length to exit the rear of the bus or at the left side of the bus body no more than eighteen (18) inches forward of the front edge of the rear wheel house opening. If designed to exit at the rear of the bus, the tailpipe shall extend at least five (5) inches beyond the end of the chassis frame. If designed to exit to the side of the bus, the tailpipe shall extend at least forty-eight and one-half (48½) inches [fifty-one and one-half (51½) inches if the body is to be one hundred two (102) inches wide] outboard from the chassis centerline. The tailpipe may be flush with or shall not extend more than two (2) inches beyond the perimeter of the body for side exit or the bumper for rear exit pipe. The exhaust system shall be designed such that exhaust gas will not be trapped under the body of the bus.

4. On Types C and D vehicles, the tailpipe shall not exit beneath a fuel fill or emergency door exit.
5. Type A and B chassis may be furnished with the manufacturer's standard tailpipe configuration.

a. **NOTE:** See Bus Body Standards under Tailpipe.

6. The exhaust system on a chassis shall be adequately insulated from the fuel system.
 7. The muffler shall be constructed of corrosion-resistant material.
- The exhaust system on the chassis may be routed to the left of the right frame rail to allow for the installation of a power lift unit on the right side of the vehicle.
8. Exceptions to Idaho exhaust system standards may be necessary in order to comply with changing federal emission standards on school buses. School bus manufacturers may submit a written request for an exception to an Idaho exhaust system standard to the SDE Student Transportation. Any exhaust system exception to standard request must be linked to federal emission standards rationale. The request will then be reviewed by the Student Transportation Steering Committee.
 9. The design of the after treatment systems shall not allow active (non-manual) regeneration of the particulate filter during the loading and unloading of passengers. Manual regeneration systems will be designed such that unintentional operation will not occur.

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10. For after treatment systems that require Diesel Exhaust Fluid (DEF) to meet federally mandated emissions:
 - a. The composition of Diesel Exhaust Fluid (DEF) must comply with International Standard ISO 22241-1. Refer to engine manufacturer for any additional DEF requirements.
 - b. The DEF supply tank ~~should shall~~ be ~~designed~~ sized to meet a minimum ratio of three (3) diesel fills to one (1) DEF fill.

X. Fenders: Front-Type C Vehicles

1. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.
2. Front fenders shall be properly braced and shall not require attachment to any part of the body.

Y. Floors

1. The floor in the under-seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of .125 inch, and a calculated burn rate of 0.1 mm per minute or less, using the test methods, procedures and formulas listed in FMVSS No. 302. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering
2. The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be .187 inch measured from tops of ribs.
3. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.
4. On Types ~~B~~, C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the diesel or gasoline fuel tank sending unit and /or fuel pump. This plate shall not be installed under flooring material.

Z. Frame

1. Any secondary manufacturer that modifies the original chassis frame shall provide a warranty at least equal to the warranty offered by the original equipment manufacturer (OEM), and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.

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2. Frames shall not be modified for the purpose of extending the wheelbase.
3. Holes in top or bottom flanges or side units of the frame, and welding to the frame, shall not be permitted except as provided or accepted by chassis manufacturer.
4. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.

AA. Fuel System

1. Fuel tank (or tanks) having a minimum ~~30~~twenty-five (25)-gallon capacity shall be provided by the chassis manufacturer. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed in a location where accidental fuel spillage will not drip or drain on any part of the exhaust system.
2. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protections from damage.
3. The fuel system shall comply with FMVSS No. 301.
4. Fuel tank(s) may be mounted between the chassis frame rails or outboard of the frame rails on either the left or right side of the vehicle.
5. The actual draw capacity of each fuel tank shall be, at a minimum, ~~eighty-three~~83 percent (83%) of the tank capacity.
6. Installation of alternative fuel systems, including fuel tanks and piping from tank to engine, shall comply with all applicable fire codes in effect on the date of manufacture of the bus.
7. Installation of liquefied petroleum gas (LPG) tanks shall comply with the National Fire Protection Association (NFPA) 58: Liquefied Petroleum Gas Code, 2014 Edition.
8. Installation of Compressed Natural Gas (CNG) containers shall comply with FMVSS No. 304, Compressed Natural Gas Fuel Container Integrity.
9. The CNG Fuel System shall comply with FMVSS No. 303, Fuel System Integrity of Compressed Natural Gas Vehicles.

BB. Governor

An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.

3. ~~Heating System, Provision for~~

~~The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The engine shall be capable of supplying coolant at a temperature of at least 170 degrees Fahrenheit at the engine cooling thermostat opening temperature. The coolant flow rate shall be 50 pounds per minute at the return end of 30 feet of one-inch inside diameter automotive hot water heater hose, according to School Bus Manufacturers Technical Council publication - 001.~~

CC. Handrails

At least one handrail shall be installed. ~~The handrail shall be a minimum of one (1) inch diameter, and be constructed from corrosion resistant material(s).~~ The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the National Highway Traffic Safety Administration (NHTSA) string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.

DD. Heaters and Air Conditioning Systems

~~The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system.~~ The engine shall be capable of supplying coolant at a temperature of at least 170 one hundred seventy degrees Fahrenheit (170° F) at the engine cooling thermostat opening temperature. The coolant flow rate shall be fifty (50) pounds per minute at the return end of thirty (30) feet of one (1)- inch inside diameter automotive hot water heater hose, according to School Bus Manufacturers Technical Council (SBMTC) pPublication - 001.

1. Heating System:
 - a. The heater shall be hot water and/or combustion type, electric heating element, or heat pump.
 - b. If only one heater is used, it shall be fresh-air or combination fresh-air and recirculation type.
 - c. If more than one heater is used, additional heaters may be recirculating air type.
 - d. The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.
 - e. Auxiliary fuel-fired heating systems (non-reimbursable) are permitted, provided they comply with the following:
 - 1) The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.
 - 2) The heater(s) may be direct hot air or connected to the engine's coolant system.

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- 3) An auxiliary heating system, when connected to the engine's coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the bus's heating system.
 - 4) Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers.
 - 5) Auxiliary heating systems which operate on diesel fuel shall be capable of operating on #1, #2₁ or blended diesel fuel without the need for system adjustment.
 - 6) The auxiliary heating system shall be low voltage.
 - 7) Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.
 - 8) All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. ~~The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate.~~ Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.
- f. Portable heaters shall not be allowed
 - g. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines, cores and elements on the interior of bus shall be shielded to prevent scalding or burning of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any openings that would allow a passenger to be injured by sharp edges or hot surfaces.
 - h. Each hot water system installed by a body manufacturer shall include one (1) shut-off valve in the pressure line and one (1) shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Types A and B buses, the valves may be installed in another accessible location.
 - i. All heaters of hot water type in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters. The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.

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- j. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration (FMCSA) Regulations.
 - k. Accessible bleeder valves of hot water type shall be installed in an appropriate place in the return lines of body company-installed heaters to remove air from the heater lines.
 - l. Access panels shall be provided to make heater motors, cores, - elements, and fans readily accessible for service. An outside access panel may be provided for the driver's heater.
2. Air Conditioning (Non-Reimbursable Option Except When Driven By IEP):

The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts: Part 1 covers performance specifications, and Part 2 covers other requirements applicable to all buses.

- a. Part 1 - Performance Specifications:
 - 1) ~~The installed air conditioning system should cool the interior of the bus down to at least 80 degrees Fahrenheit, measured at a minimum of three points, located four feet above the floor at the longitudinal centerline of the bus. The three points shall be: (1) near the driver's location, (2) at the mid-point of the body, and (3) two feet forward of the rear emergency door, or, for Type D rear-engine buses, two feet forward of the end of the aisle.~~
 - 2) ~~The test conditions under which the above performance must be achieved shall consist of: (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit (2) heat soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour and (3) closing windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit or lower within a maximum of 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.~~

~~Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85-degrees Fahrenheit, humidity above 50 percent with normal sun loading of the bus and the engine running at the manufacturer's recommended low idle speed. After a minimum of one hour of heat soaking, the system shall be turned on and must provide a minimum 20-degree temperature drop in the 30-minute time limit.~~

The manufacturer shall provide test results that show compliance of standard systems. If the bid specifies, the manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

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b. Part 2 - Other Requirements:

- 1) Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.
- 2) Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.
- 3) On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.
- 4) The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.
- 5) All glass (windshield, entrance and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state ([Section 49-944, Idaho Code](#)) or [ANSI American National Standards Institute](#) standards for the respective locations, except that windows rear of the driver's compartment, if tinted shall have approximately twenty-eight~~28~~ percent ([28%](#)) light transmission.
- 6) Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.
- 7) Roofs may be painted white to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

EE. Hinges

All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center seventy-five~~75~~ percent ([75%](#)) of each hinge loop without disassembly.

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FF. Horn

The bus shall be equipped with two (2) horns of standard make with each horn capable of producing a complex sound in bands of audio frequencies between two-hundred fifty (250) and two thousand (2,000) cycles per second and tested in accordance with SAE J-377.

GG. Identification

1. The body shall bear the words "SCHOOL BUS" in black letters at least eight (8) inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to "Series B" of Standard Alphabets for Highway Signs. "SCHOOL BUS" lettering shall have a reflective background, or as an option, may be illuminated by backlighting.
2. MFSABs are exempt from these requirements.
3. Required lettering and numbering shall include:
 - a. School district owned vehicles will be identified with black lettering {minimum four (4) inches high} on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.
 - b. Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six (6)-inch (6") high black numbers. Numbers on the passenger side shall be as close to the first and last passenger windows as possible and on the driver's side as close to the stop arm and last passenger window as possible.
 - c. Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

WARNING
IT IS UNLAWFUL TO:
Enter a school bus with the intent to commit a crime
Enter a school bus and disrupt or interfere with the driver
Refuse to disembark after ordered to do so by the driver
(Sections 18-1131522 and 18-1131522, Idaho Code)

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State Department of Education Student Transportation Section ~~may shall~~ provide unauthorized entry placards.

- d. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:
 - 1) Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.
 - 2) The location of the battery(ies) identified by the word "BATTERY" or "BATTERIES" on the battery compartment door in two (2)-inch maximum lettering.
 - 3) Symbols or letters not to exceed sixty-four (64) square inches of total display near the entrance door exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.
- e. All other signage must have prior written SDE approval.
- f. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.
- g. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).
- h. Lettering on the rear of the bus relating to school bus flashing signal lamps ~~electronic warning sign~~ or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.
- i. Identification of fuel type in ~~two-one (1)~~-inch maximum lettering adjacent to the fuel filler opening.
- j. ~~One 4" x 10"(maximum) decal promoting school bus safety on rear bumper.~~

HH. Inside Height

Inside body height shall be seventy-two (72) inches or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be sixty-two (62) inches or more.

II. Instruments and Instrument Panel

1. The chassis shall be equipped with the instruments and gauges listed below:
(Note: Telltale warning lamps in lieu of gauges are not acceptable, except as noted.)

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- a. Speedometer;
- b. Tachometer (**Note:** For Types B, C, and D buses, a tachometer shall be installed so as to be visible to the driver while seated in a normal driving position);
- c. Odometer which will give accrued mileage (to seven digits), including tenths of a mile, unless tenths of a mile are registered on a trip odometer. Odometer shall be available to read without use of the vehicle's key;
- d. Voltmeter (**Note:** An ammeter with graduated charge and discharge indications is permitted in lieu of a voltmeter; however, when used, the ammeter wiring must be compatible with the current flow of the system);
- e. Oil pressure gauge;
- f. Water temperature gauge;
- g. Fuel gauge;
- h. Upper beam headlamp indicator;
- i. Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic).
[Note: A warning lamp indicator in lieu of gauge is permitted on a vehicle equipped with a hydraulic-over-hydraulic brake system];
- j. Turn signal indicator; and
- k. Glow-plug-Intake heater indicator lamp where appropriate.

4.2. All instruments shall be easily accessible for maintenance and repair.

2.3. The instruments and gauges shall be mounted on the instrument panel so that each is clearly visible to the driver while seated in a normal driving position.

3.4. The instrument panel shall have lamps of sufficient candlepower to illuminate all instruments, gauges and shift selector indicator for the automatic transmission or as required by FMVSS No. 101.

4.5. Multi-function gauge (MFG) (Optional):

- a. The driver must be able to manually select any displayable function of the gauge on a MFG whenever desired.

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- b. Whenever an out-of-limits condition that would be displayed on one or more functions of a MFG occurs, the MFG controller should automatically display this condition on the instrument cluster. This should be in the form of an illuminated telltale warning lamp as well as having the MFG automatically displays the out-of-limits indications. Should two or more functions displayed on the MFG go out of limits simultaneously, then the MFG should sequence automatically between those functions continuously until the condition(s) are corrected.
- c. The use of a MFG does not relieve the need for audible warning devices, where required.

JJ. Insulation (Optional)

- 1. If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.
- 2. If floor insulation is required, it shall be five-ply nominal five-eighths (5/8) inch thick plywood, and it shall equal or exceed properties of the exterior-type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal one-half (1/2) inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.

KK. Interior

- 1. The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains (see STORAGEstorage COMPARTMENTcompartment.)
- 2. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:
 - a. Meet head protection requirements of FMVSS No. 222, where applicable.
 - b. Have a maximum rated capacity displayed for each compartment.
 - c. Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five (5) times the maximum rated capacity of the compartment.

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- d. Have all corners and edges rounded with a minimum radius of one (1) inch or padded equivalent to door header padding;
 - e. Be attached to the bus sufficiently to withstand a force equal to twenty (20) times the maximum rated capacity of the compartment; and
 - f. Have no protrusions greater than one-quarter ($\frac{1}{4}$) inch.
- 3. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
 - 4. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dB_A when tested according to National School Transportation Specifications & Procedures Noise Test Procedure.

LL. Lamps and Signals

1. Illumination Lamps

Interior lamps shall be provided which adequately illuminate the aisle and step well. The step well lamps shall be illuminated by an entrance service door-operated switch, to illuminate only when headlamps and/or clearance lamps are on and the entrance door is open. An additional exterior mounted lamp shall be mounted next to the entrance door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the step well lamps.

2. Body Instrument Panel Lamps

Body instrument panel lamps shall be controlled by an independent rheostat switch.

3. School Bus Alternately Flashing Signal Lamps:

- a. The bus shall be equipped with two (2) red lamps at the rear of the vehicle and two (2) red lamps at the front of the vehicle.
- b. In addition to the four (4) red lamps described above, four (4) amber lamps shall be installed so that one (1) amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus entrance door is opened. An amber pilot lamp and a red pilot lamp shall be installed

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adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.

- c. Air and electrically operated doors may be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho's school bus driver training curriculum.
- d. The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps approximately three (3) inches ~~+/- one quarter inch~~ to the sides and top and minimum one (1) inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen ~~{from a distance of five hundred (500) feet along axis of the vehicle}~~.
- e. Red lamps shall flash at any time the stop signal arm is extended.
- f. All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.

4. Turn Signal and Stop/Tail Lamps:

- a. Bus body shall be equipped with amber rear turn signal lamps that are at least seven (7) inches in diameter or, if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area and shall meet FMVSS No. 108. These signal lamps must be connected to the chassis hazard-warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of twelve (12) inches below the rear window. Type A-1 conversion vehicle front lamps must be at least twenty-one (21) square inches in lens area and must be in the manufacturer's standard color.
- b. Buses shall be equipped with amber side-mounted turn signal lamps. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the entrance door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center-line. An additional side mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center-line.
- c. Buses shall be equipped with four (4) combination red stop/tail lamps:
 - 1) Two (2) combination lamps with a minimum diameter of seven (7) inches, or if a shape other than round, a minimum thirty-eight (38) square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.

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- 2) Two (2) combination lamps with a minimum diameter of four (4) inches, or if a shape other than round, a minimum of twelve (12) square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one (1) lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer's standard stop and tail lamps.
- d. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker or electronic protection device against any short circuit or intermittent shorts.
- e. An optional white flashing strobe lamp may be installed on the roof of a school bus, at a location not ~~to exceed 1/3 the body length forward closer than twelve (12) inches or more than six (6) feet~~ from the rear of the roof edge. However, if the bus is equipped with a roof hatch, or other roof mounted equipment, falling within the above mentioned measurements, the strobe lamp may be located directly behind that equipment. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot lamp shall be included to indicate when lamp is in operation. Operation of the strobe lamp is limited to periods of inclement weather, nighttime driving, emergency situation or whenever students are onboard. Optionally, the strobe lamp may be mounted on the roof in the area directly over the restraining barrier on the driver's side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.
- f. The bus body shall be equipped with two (2) white rear backup lamps that are at least four (4) inches in diameter or, if a shape other than round, a minimum of twelve (12) square inches of illuminated area, meeting FMVSS No. 108 and Idaho Code Section 49-920, Idaho Code. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.

MM. Metal Treatment

1. All metal except high-grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.

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2. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate-or epoxy-primed, or the metal may be conditioned by an equivalent process. This includes but not limited to such items as crossing arm and stop arm.
3. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.
4. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

NN. Mirrors

1. The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six-inch x 16sixteen-inch (6 x 16 inch) mirror and Types B, C and D buses shall have a minimum of a six-inch x 30thirty-inch (6 x 30 inch) mirror.
2. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration. The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.
3. Heated external mirrors may be used.
4. Remote controlled external rear view mirrors may be used.

OO. Mounting

1. The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.
2. Isolators shall be installed at all contact points between body and chassis frame on Types A-2, B, C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.

PP. Mud Flaps

Rear vehicle mad-mud flaps shall be required on all school buses, except when not provided as an option by the school bus manufacturer. Front mud flaps are optional

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QQ. Oil Filter

An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not a built-in or an engine-mounted design. The oil filter shall have a capacity in accordance with the engine manufacturer's recommendation.

RR. Openings

All openings in the floorboard or firewall between the chassis and passenger compartment (e.g., for gearshift selector and parking brakes lever) shall be sealed.

SS. Overall Length

Overall length of bus shall not exceed forty-five (45) feet, excluding accessories.

TT. Overall Width

Overall width of bus shall not exceed one-hundred and two (102) inches, excluding accessories.

UU. Passenger Load

1. Actual gross vehicle weight (GVW) is the sum of the chassis weight, plus the body weight, plus the driver's weight, plus total seated student weight. For purposes of calculation, the driver's weight is one hundred fifty (150) pounds and the student weight is one hundred twenty (120) pounds per student.
2. Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).
3. When requested, the manufacturer's GVWR for a particular school bus shall be furnished by manufacturers in duplicate (unless more copies are requested) to the purchasing school district or contractor.

VV. Public Address System

1. Buses may be equipped with AM/FM audio and/or public address system having interior and/or exterior speakers.
2. No internal speakers, other than the driver's communication systems, may be installed within four (4) feet of the driver's seat back in its rearmost upright position.

WW. Reflective Material (See National School Transportation Specifications & Procedures Placement of Reflective Markings)

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1. The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with 1.75 to 2.25 two-inch ± one-quarter inch wide strips of non-contrasting reflective material.
2. The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective "SCHOOL BUS" signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one and three-quarters (1 3/4) (1) inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips of at least one and three-quarters (1 3/4) inch retroreflective NSBY material shall be applied at the corners connecting these horizontal strips.
3. "SCHOOL BUS" signs, if not of lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs.
4. Sides of bus body shall be marked with at least one and three-quarters (1 3/4) inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.
5. Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of retro reflective NSBY material comprising background for lettering.

XX. Retarder System (Optional Equipment)

A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a seven 7-percent (7%) grade for 3.6 miles.

YY. Road Speed Control

When it is desired to accurately control vehicle maximum speed, a vehicle speed limiter may be utilized.

ZZ. Rub Rails

1. There shall be one (1) rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.
2. There shall be one (1) additional rub rail located on each side at, or no more than ten (10) inches above the floor line. The rub rail shall cover the same longitudinal

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area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners.

3. Both rub rails shall be attached at each body post and all other upright structural members.
4. Each rub rail shall be four (4) inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.
5. Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, B-, C, and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.
6. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

AAA. Seats and Restraining Barriers

1. Passenger Seating:
 - a. All seats shall have a minimum cushion depth of fifteen (15) inches, a seat back height of twenty-four (24) inches above the seating reference point, and must comply with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR, Part 571.3 and FMVSS No. 222. In addition to the fastener that forms the pivot for each seat retaining clip, a secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.
 - b. All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test or the American Society for Testing and Materials (ASTM) E2574/E2574M – 12a Standard Test Method for Fire Testing of School Bus Seat Assemblies. (National School Transportation Specifications & Procedures School Bus Seat Upholstery Fire Block Test).
 - c. Each seat leg shall be secured to the floor by a minimum of two bolts, washers, and nuts in order to meet the performance requirements of FMVSS No. 222. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.

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- d. All seat frames attached to the seat rail shall be fastened with ~~two~~ bolts, washers and nuts or flange-head nuts.
- e. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.
- f. The use of a "flip seat" adjacent to any side emergency door is prohibited.

2. Pre School Age Seating:

~~When installed, all~~ passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses". Child Safety Restraint Systems (CSRSs) shall not be placed in school bus seats adjacent to emergency exits.

3. Driver Seat:

- a. The driver's seat supplied by the body company shall be a high back seat with a minimum seat back adjustable to fifteen (15) degrees, without requiring the use of tools, and a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208. The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.
- b. Type A buses may use the standard driver's seat provided by the chassis manufacturer.

4. Driver Restraint System:

- a. A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other attached to the body), a driver's seat with an integrated Type 2 lap/shoulder belt should be used.
- b. The assembly shall be equipped with an emergency locking retractor for the continuous belt system. On all buses except Type A equipped with a standard chassis manufacturer's driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under it. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male.
- c. Each bus shall be equipped with durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The

required belt cutter shall be mounted in a visible location accessible to the seated driver in an easily detachable manner.

BBB. Shock Absorbers

The bus shall be equipped with double-action shock absorbers compatible with manufacturer's rated axle capacity at each wheel location. Shock absorbers shall be of sufficient length to allow for adequate travel in all situations without damage to the shock absorber or mounts.

CCC. Steering Gear

1. The steering gear shall be approved by the chassis manufacturer and designed to ensure safe and accurate performance when the vehicle is operated with maximum load and at maximum speed.
2. If external adjustments are required, steering mechanism shall be accessible to make adjustments.
3. No changes shall be made in the steering apparatus which are not approved by the chassis manufacturer.
4. There shall be a clearance of at least two (2) inches between the steering wheel and cowl, instrument panel, windshield, or any other surface.
5. Power steering is required and shall be of the integral type with integral valves.
6. The steering system shall be designed to provide a means for lubrication of all wear-points, which are not permanently lubricated.

DDD. Steps

1. The first step at entrance door shall be not less than ten (10) inches and not more than fourteen (14) inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be twelve (12) inches to sixteen (16) inches from the ground. On chassis modifications which may result in increased ground clearance (such as four-wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.
2. Step risers shall not exceed a height of ten (10) inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.
3. OEM steps shall be enclosed to prevent accumulation of ice and snow.
4. OEM, retrofit, or after-market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

EEE. Step Treads

1. All steps, including the floor line platform area, shall be covered with ~~3/16 inch rubber an elastomer~~ floor covering ~~or other materials equal in wear and abrasion resistance to top grade rubber, having a minimum overall thickness of 0.187 inch.~~
2. The ~~metal back of the tread shall be permanently bonded to the step tread material~~ step covering shall be permanently bonded to a durable backing material that is resistant to corrosion.
3. Steps, including the floor line platform area, shall have a one ~~and one-half (1-1/2)~~ - inch nosing that contrasts in color by at least ~~seventy 70 percent (70%)~~ measured in accordance with the contrasting color specification in 36 CFR, Part 1192₁ ADA, Accessibility Guidelines for Transportation Vehicles.
4. Step treads shall have the following characteristics:
 - a. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser; (CS-17 Wheel, 1000 gram, 1000 cycle);
 - b. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (seven days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, seven days);
 - c. Flame Resistance: Step treads shall have a calculated burn rate of ~~0.01 mm per minute~~ or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials; and
 - d. ~~A spray on application type material may be used in lieu of item 1. that meets the requirements of items 2- through 4. The material shall be applied not only to the interior surfaces of the service door step treads but the exterior as well if not covered by undercoating.~~

FFF. Stirrup Steps

When the windshield and lamps are not easily accessible from the ground, there may be at least one ~~(1)~~ folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

GGG. Stop Signal Arm

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The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

HHH. Storage Compartment (Optional)

A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the entrance door or the emergency door.

III. Sun Shield

1. An interior adjustable transparent sun shield, with a finished edge and not less than six inches by thirty ~~30~~ inches (6 x 30 inches) for Types B, C, and D vehicles, shall be installed in a position convenient for use by the driver.
2. On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.

JJJ. Suspension Systems

1. The capacity of springs or suspension assemblies shall be commensurate with the chassis manufacturer's GVWR.
2. Rear leaf springs shall be of a progressive rate or multi-stage design. Front leaf springs shall have a stationary eye at one end and shall be protected by a wrapped leaf, in addition to the main leaf.

4. Tail Pipe

- a. ~~The tailpipe may be flush with, but shall not extend out more than two inches beyond, the perimeter of the body for side-exit pipe or the bumper for rear-exit pipe.~~
- b. ~~The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus types A-1 or B-1 buses may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door.~~

KKK. Throttle

The force required to operate the throttle shall not exceed sixteen ~~(16)~~ pounds throughout the full range of accelerator pedal travel.

LLL. Tires and Rims

1. Rims of the proper size and tires of the proper size and load rating commensurate with the chassis manufacturer's gross vehicle weight rating shall

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be provided. The use of multi-piece rims and/or tube-type tires shall not be permitted on any school bus ordered after December 31, 1995.

2. Dual rear tires shall be provided on Type A-2, ~~Type B~~, Type C and Type D school buses.
3. All tires on a vehicle shall be of the same size, and the load range of the tires shall meet or exceed the GVWR, as required by FMVSS No. 120.
4. If the vehicle is equipped with a spare tire and rim assembly, it shall be the same size as those mounted on the vehicle.
5. If a tire carrier is required, it shall be suitably mounted in an accessible location outside the passenger compartment.

MMM. Tow Attachment Points

1. Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a "wheel lift" or an "axle lift" is not available or cannot be applied to the towed vehicle.
2. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer's specifications.
3. Each rear towing device shall have a strength rating of thirteen thousand five hundred (13,500) pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.
4. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

NNN. Traction Assisting Devices (Optional)

1. Where required or used, sanders shall:
 - a. Be of hopper cartridge-valve type.
 - b. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture.
 - c. Be of at least 100-pound (grit) capacity.
 - d. Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight.
 - e. Have discharge tubes extending to the front of each rear wheel under the fender.

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- f. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles;
g. Be operated by an electric switch with a telltale pilot lamp mounted on the instrument panel;
h. Be exclusively driver-controlled; and
i. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter ($\frac{1}{4}$) full.
2. Automatic traction chains may be installed.

OOO. Transmission

1. Automatic transmissions shall have no fewer than three (3) forward speeds and one (1) reverse speed. Mechanical shift selectors shall provide a detent between each gear position when the gear selector quadrant and shift selector are not steering-column mounted.
 2. ~~In manual transmissions, second gear and higher shall be synchronized, except when incompatible with engine power. A minimum of three forward speeds and one reverse speed shall be provided.~~
- 3.2.** Automatic transmissions ~~incorporating a parking pawl~~ shall have a transmission shifter interlock controlled by the application of the service brake to prohibit accidental engagement of the transmission.
~~All non-park pawl transmissions shall incorporate a park brake interlock that requires the service brake to be applied to allow release of the parking brake.~~

PPP. Trash Container and Holding Device (Optional)

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the entrance door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. Trash cans shall not be installed in the passenger compartment which includes the back of the bus.

QQQ. Turning Radius

1. A chassis with a wheelbase of two-hundred sixty-four (264) inches or less shall have a right and left turning radius of not more than forty-two and one-half (42 $\frac{1}{2}$) feet, curb-to-curb measurement.
2. A chassis with a wheelbase of two-hundred sixty-five (265) inches or more shall have a right and left turning radius of not more than forty-four and one-half (44 $\frac{1}{2}$) feet, curb-to-curb measurement.

RRR. Undercoating

1. The entire underside of the bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust-proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and qualitative requirements of ~~paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures*~~ for the following requirements: SAE J1959.
 1. ~~Salt spray resistance pass test modified to five percent salt and 1,000 hours~~
 2. ~~Abrasion resistance pass~~
 3. ~~Fire resistance pass~~
 4. ~~*Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 18-hour air-cured film at thickness recommended by compound manufacturer.~~
2. The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film. The undercoating material shall not cover any exhaust components of the chassis.

SSS. Ventilation

1. Auxiliary fans shall meet the following requirements:
 - a. Fans ~~for left and right sides~~ shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct ~~the driver's vision or interfere with the safe operation of necessary equipment; vision to any mirror or through any critical windshield area. Note: Type A buses may be equipped with one fan.~~
 - b. Fans shall be of six (6) inch nominal diameter.
 - c. Fan blades shall be covered with a protective cage; and
 - e.d. Each fan shall be controlled by a separate switch.
2. The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.

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3. Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.
4. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

TTT. Wheel housing

1. The wheel housing opening shall allow for easy tire removal and service.
2. The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.
3. The inside height of the wheel housing above the floor line shall not exceed twelve (12) inches.
4. The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.
5. No part of raised wheel housing shall extend into the emergency door opening.

UUU. Windows

1. Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine (9) inches but not more than thirteen (13) inches high and at least twenty-two (22) inches wide, obtained by lowering the window. One side window on each side of the bus may be less than twenty-two (22) inches wide. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY.
2. ~~Optional tinted (non-reimbursable)~~ and/or frost-free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.

VVV. Windshield Washers

A windshield washer system shall be provided.

WWW. Windshield Wipers

1. A two-speed windshield wiping system with an intermittent time delay feature shall be provided.
2. The wipers shall meet the requirements of FMVSS No. 104.

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XXX. Wiring

1. All wiring shall conform to current SAE standards.
2. Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.
3. A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. A system of color and number-coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:

<u>FUNCTION</u>	<u>COLOR</u>
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

4. The color of cables shall correspond to SAE J1128.
5. Wiring shall be arranged in at least six (6) regular circuits as follows:
 - a. Head, tail, stop (brake) and instrument panel lamps;
 - b. Clearance lamps and step well lamps that shall be actuated when the entrance door is open;
 - c. Dome lamps;
 - d. Ignition and emergency door signal;
 - e. Turn signal lamps; and
 - e.f. Alternately flashing signal lamps.
6. Any of the above combination circuits may be subdivided into additional independent circuits.
7. Heaters and defrosters shall be wired on an independent circuit.

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8. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off (a momentary or spring loaded switch does not meet this requirement) type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, two-way communications, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.
9. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.
10. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.
11. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.
12. All wiring shall have an amperage capacity exceeding the design load by at least twenty-five ~~25~~ percent (25%). All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.
13. A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.
14. The body power wire shall be attached to a special terminal on the chassis.
15. All wires passing through metal openings shall be protected by a grommet.
16. Wires not enclosed within the body shall be fastened securely at intervals of not more than eighteen ~~(18)~~ inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.
17. Multiplex wiring may exempt manufacturers from some of the above wiring standards.
18. Buses may be equipped with a 12-volt power port in the driver's area.

BUS BODY STANDARDS

5. ~~Air Conditioning (Non-Reimbursable Option—see exception)~~

- ~~1. Body manufacture, or after market, installed air conditioning must meet the same requirements as those cited under "Heating and Air Conditioning."~~

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- a. ~~Reimbursement Exception: Air conditioning shall be reimbursable under the Pupil Transportation Support Program when the school district can demonstrate a need subsequent to an IDEA mandated related service.~~

6. Aisle

1. ~~All emergency exit doors shall be accessible by a 12-inch minimum aisle. The aisle shall be unobstructed at all times by any type of barrier, seat, wheelchair or tie down. Flip seats are not allowed.~~

7. Back-Up Warning Alarm

~~An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994B), providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.~~

8. Battery

1. ~~The battery is to be furnished by the chassis manufacturer.~~
2. ~~When the battery is mounted as described in the "Bus Chassis Specifications", the body manufacturer shall securely attach the battery on a slide-out or swing-out tray in a closed, vented compartment in the body skirt, so that the battery is accessible for convenient servicing from the outside. The battery compartment door or cover shall be hinged at the front or top, and be secured by an adequate and conveniently operated latch or other type fastener. Battery cables installed by the body manufacturer shall meet chassis manufacturer and SAE requirements. Battery cables shall be of sufficient length to allow the battery tray to fully extend. The battery compartment is required on Type A-1 diesel buses.~~
3. ~~Buses may be equipped with a battery shut-off switch. If so equipped, the switch is to be placed in a location not readily accessible to the passengers.~~

9. Brakes (General)

7. ~~The chassis brake system shall conform to the provisions of FMVSS No. 105, No. 106 and No. 121 as applicable.~~
8. ~~The anti-lock brake system (ABS), provided in accordance with FMVSS No. 105 or No. 121, shall provide wheel speed sensors for each front wheel and for each wheel on at least one rear axle. The system shall provide anti-lock braking performance for each wheel equipped with sensors. (Four Channel System).~~
9. ~~All brake systems should be designed to permit visual inspection of brake lining wear without removal of any chassis component(s).~~
10. ~~The brake lines, booster assist lines, and control cables shall be protected from excessive heat, vibration and corrosion and installed in a manner which prevents chafing.~~

11. The parking brake system for either air or hydraulic service brake systems may be of a power assisted design. The power parking brake actuator should be a device located on the instrument panel within seated reach of a 5th percentile female driver. As an option, the parking brake may be set by placing the automatic transmission shift control mechanism in the "park" position.
12. The power operated parking brake system may be electronically interlocked to the engine key switch. Once the parking brake has been set and the ignition switch turned to the "off" position, the parking brake cannot be released until the key switch is turned back to the "on" position.

10. Brakes (Hydraulic)

Buses using a hydraulic assist brake shall be equipped with audible and visible warning signals that provide a continuous warning to the driver of loss of fluid flow from the primary source and of a failure of the back-up pump system. Type A and B buses may be OEM standard.

11. Brakes (Air)

6. The air pressure supply system shall include a desiccant type air dryer installed according to the manufacturers' recommendations. The air pressure storage tank system may incorporate an automatic drain valve.
7. The Chassis manufacturer should provide an accessory outlet for air-operated systems installed by the body manufacturer. This outlet shall include a pressure protection valve to prevent loss of air pressure in the service brake reservoir.
8. For air brake systems, an air pressure gauge shall be provided in the instrument panel capable of complying with CDL pre-trip inspection requirements.
9. Air brake equipped buses may be equipped with a service brake interlock. If so equipped, the parking brake shall not release until the brake pedal is depressed.
10. Air brake systems shall include a system for anti-compounding of the service brakes and parking brakes.
11. Air brakes shall have both a visible and audible warning device whenever the air pressure falls below the level where warnings are required under FMVSS No. 121.

12. Bumper: Front

On a Type D school bus, if the chassis manufacturer does not provide a bumper, it shall be provided by the body manufacturer. The bumper will conform to the standards described in the "Bus Chassis Specifications."

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13. Bumper: Rear

6. The bumper on Type A-1 bus shall be a minimum of 8 inches wide (high) and Type A-2, B, C and D bus bumper shall be a minimum of 9 1/2 inches wide (high). The bumper shall be of sufficient strength to permit being pushed by another vehicle of similar size or lifted without permanent distortion.
7. The bumper shall wrap around back corners of the bus. It shall extend forward at least 12 inches, measured from the rear-most point of the body at the floor line, and shall be flush-mounted to body sides or protected with an end panel.
8. The bumper shall be attached to the chassis frame in such a manner that it may be removed. It shall be braced to resist deformation of the bumper resulting from impact from the rear or side. It shall be designed to discourage hitching of rides by an individual.
9. The bumper shall extend at least 1 inch beyond the rear-most part of the body surface measured at the floor line.
10. The bottom of the rear bumper shall not be more than 30 inches above ground level.

14. Ceiling

See Insulation and Interior, this section.

15. Certification

The body manufacturer upon request of the Idaho State Department of Education Student Transportation Section shall certify that its product meets all Idaho minimum construction standards (Standards for Idaho School Buses and Operations) for items not covered by the FMVSS certification requirements of 49 CFR, Part 567.

16. Chains (Tire)

See Wheel housing, this section.

17. Color

1. The school bus body shall be painted National School Bus Yellow (NSBY), according to School Bus Manufacturers Technical Council publication -008.
2. The entire rub rail and body exterior paint trim shall be black. Entrance door exterior (excluding glass) shall be NSBY or black, or unpainted aluminum. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).
3. Optionally, the roof of the bus may be painted white (non-reimbursable) except that the front and rear roof caps shall remain NSBY, according to National School

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~~Transportation Specifications & Procedures Placement of Reflective Markings. If required by automated painting processes a maximum three (3) inch black transition strip is allowed between the white roof cap and the NSBY body paint above the windows.~~

18. Communications

~~All school buses used to transport students shall be equipped with two-way voice communication other than CB radios.~~

19. Construction

- ~~6. Side Intrusion Test: The bus body shall be constructed to withstand an intrusion force equal to the curb weight of the vehicle, or exceed 20,000 pounds, whichever is less. Each vehicle shall be capable of meeting this requirement when tested in accordance with the procedures set forth below.~~
- ~~7. The complete body structure, or a representative seven body section mock up with seats installed, shall be load tested at a location 24 inches plus or minus two inches above the floor line, with a maximum 10-inch diameter cylinder, 48 inches long, mounted in a horizontal plane.~~
- ~~8. The cylinder shall be placed as close as practical to the mid-point of the tested structure, spanning two internal vertical structural members. The cylinder shall be statically loaded to the required force of curb weight or 20,000 pounds, whichever is less, in a horizontal plane with the load applied from the exterior toward the interior of the test structure. Once the minimum load has been applied, the penetration of the loading cylinder into the passenger compartment shall not exceed a maximum of ten inches from its original point of contact. There can be no separation of lapped panels or construction joints. Punctures, tears or breaks in the external panels are acceptable but are not permitted on any adjacent interior panel.~~
- ~~9. Body companies shall certify compliance with this intrusion requirement, including test results, if requested.~~
- ~~10. Construction shall be reasonably dust-proof and watertight.~~

20. Crossing Control Arm (Optional)

- ~~10. Buses may be equipped with a crossing control arm mounted on the right side of the front bumper. This arm when opened shall extend in a line parallel with the body side and positioned on a line with the right side wheels.~~
- ~~11. All components of the crossing control arm and all connections shall be weatherproofed.~~
- ~~12. The crossing control arm shall incorporate system connectors (electrical, vacuum or air) at the gate and shall be easily removable to allow for towing of the bus.~~

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13. The crossing control arm shall be constructed of noncorrosive or nonferrous material or treated in accordance with the body sheet metal specifications. (see METAL TREATMENT)
 14. There shall be no sharp edges or projections that could cause injury or be a hazard to students. The end of the arm shall be rounded.
 15. The crossing control arm shall extend a minimum of 70 inches (measured from the bumper at the arm assembly attachment point) when in the extended position.
 16. The crossing control arm shall extend simultaneously with the stop arm(s) by means of the stop arm controls.
 17. An automatic recycling interrupt switch should be installed for temporary disabling of the crossing control arm.
 18. The assembly shall include a device attached to the bumper near the end of the arm to automatically retain the arm while in the stowed position. That device shall not interfere with normal operations of the crossing control arm.
- 21. Defrosters**
5. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. **Exception:** The requirement of this standard does not apply to the exterior surfaces of double pane storm windows.
 6. The defrosting system shall conform to SAE J381.
 7. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be of the recirculating air type.
 8. Auxiliary fans are not considered defrosting or defogging systems.
- 22. Doors, Entrance**
9. The entrance door shall be in the driver's control, designed to afford easy release and to provide a positive latching device on manual operating doors to prevent accidental opening. When a hand lever is used, no part shall come together that will shear or crush fingers. Manual door controls shall not require more than 25 pounds of force to operate at any point throughout the range of operation, as tested on a 10 percent grade both uphill and downhill.
 10. The entrance door shall be located on the right side of the bus, opposite and within direct view of driver.

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11. The entrance door shall have a minimum horizontal opening of 24 inches and a minimum vertical opening of 68 inches.
12. The entrance door shall be a split-type door and shall open outward.
13. All entrance door glass shall be of approved safety glass. The bottom of each lower glass panel shall not be more than ten inches from the top surface of the bottom step. The top of each upper glass panel when viewed from the interior shall not be more than 3 inches below the interior door control cover or header pad.
14. Vertical closing edges on entrance doors shall be equipped with flexible material to protect children's fingers.
15. There shall be no door to left of driver on Type B, C or D vehicles. All Type A vehicles may be equipped with the chassis manufacturer's standard left side door.
16. All doors shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick and extend the full width of the door opening.
17. On power operated entrance doors, the emergency release valve, switch or device to release the entrance door must be placed above or to the immediate left or right of the entrance door and must be clearly labeled. The emergency valve, switch or device shall work in the absence of power.

23. Emergency Exits and Emergency Exit Alarm Systems

13. Any installed emergency exits and all exit alarm systems shall comply with the requirements of FMVSS No. 217.
14. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least 400 square inches. The lower portion of the rear emergency doors on Types A-2, B, C, and D vehicles shall be equipped with a minimum of 350 square inches of approved safety glazing.
15. There shall be no steps leading to an emergency door.
16. The words "EMERGENCY DOOR" or "EMERGENCY EXIT," in letters at least 2" high, shall be placed at the top of or directly above the emergency exit, or on the door in the metal panel above the top glass, both inside and outside the bus.
17. The emergency door(s) shall be equipped with padding at the top edge of each door opening. Padding shall be at least three inches wide and one inch thick, and shall extend the full width of the door opening.

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18. There shall be no obstruction higher than $\frac{1}{4}$ inch across the bottom of any emergency door opening. Fasteners used within the emergency exit opening, shall be free of sharp edges or burrs.
19. (In accordance with Federal Regulations Title 49 CFR 571.217 each school bus shall have the designation "Emergency Door" or "Emergency Exit," as appropriate, in letters at least 5 centimeters high, of a color that contrasts with its background. For emergency exit doors, the designation shall be located at the top of, or directly above, the emergency exit door on both the inside and outside surfaces of the bus. Concise operating instructions describing the motions necessary to unlatch and open the emergency exit shall be located within 15 centimeters of the release mechanism on the inside surface of the bus. These instructions shall be in letters at least 1 centimeter high and of a color that contrasts with its background. Examples: (1) Lift to Unlatch, Push to Open (2) Turn Handle, Push Out to Open). Outside may consist of a black arrow pointing in direction of handle travel. No other lettering shall obstruct or interfere with the placement of operation instructions mounted on the interior or exterior of the emergency exit door.
20. The rear emergency window shall have lifting assistance device that will aid in lifting and holding the rear emergency window open.
21. Each emergency exit door of a school bus shall be equipped with a positive door opening device that, after the release mechanism has been operated, bears the weight of the door; Keeps the door from closing past the point at which the door is perpendicular to the side of the bus body, regardless of the body's orientation; and Provides a means for release or override. The positive door opening device shall perform the functions specified in paragraph (a)(3)(i) (A) and (B) of this section without the need for additional action beyond opening the door past the point at which the door is perpendicular to the side of the bus body. Emergency door(s) holder – language (CFR 571.217)
22. Types A, B, C and D vehicles shall be equipped with a total number of emergency exits as follows for the indicated capacities of vehicles. Exits required by FMVSS 217 may be included to comprise the total number of exits specified.

0 to 42 Passengers = 1 emergency exit per side and 1 roof hatch.
43 to 78 Passengers = 2 emergency exits per side and 2 roof hatches.
79 to 90 Passengers = 3 emergency exits per side and 2 roof hatches.
23. Side emergency exit windows, when installed, may be vertically hinged on the forward side of the window. Operation instructions shall be clearly readable of a contrasting color, and be located within 6" of the release mechanism. No side emergency exit window will be located above a stop arm. Emergency exit doors, side emergency exit windows and emergency exit roof hatches shall be strategically located for optimal egress during an emergency evacuation of the bus.

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24. Emergency exit doors shall include an alarm system that includes an audible warning device at the emergency door exit and also in the driver's compartment. Emergency exit side windows shall include an alarm system that includes an audible warning device in the driver's compartment. Roof hatches do not require an alarm system, but if so equipped, they must be operable and include an audible warning device in the driver's compartment.
25. Vandal lock may be installed, if applicable, the interlock and vandal lock should be interconnected.

24. Emergency Equipment

1. Fire extinguisher:
 - c. The bus shall be equipped with at least one UL-approved pressurized, dry chemical fire extinguisher complete with hose. The extinguisher shall be mounted and secured in a bracket, located in the driver's compartment and readily accessible to the driver and passengers. A pressure gauge shall be mounted on the extinguisher and be easily read without moving the extinguisher from its mounted position. Fire extinguisher shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
 - d. The fire extinguisher shall have a total rating of 2A10BC or greater. The operating mechanism shall be sealed with a type of seal (breakable) that will not interfere with the use of the fire extinguisher.
2. First aid kit:
 - c. The bus shall have a removable, moisture-proof and dustproof first aid kit sealed with a breakable type seal and mounted in the driver's compartment in a location that is physically accessible to all drivers. It shall be properly mounted and secured and identified as a first aid kit. The location for the first aid kit shall be marked. First aid kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
 - d. Contents shall, at a minimum, include:
 - 13) 2 - 1 inch x 2 1/2 yards adhesive tape
 - 14) 24 - sterile gauze pads 3 inches x 3 inches
 - 15) 100 - 3/4 inch x 3 inches adhesive bandages
 - 16) 8 - 2 inch bandage compress
 - 17) 10 - 3 inch bandage compress
 - 18) 2 - 2 inch x 6 feet sterile gauze roller bandages

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19) 2 - non-sterile triangular bandages approximately 39 inches x 35 inches x 54 inches with 2 safety pins

20) 3 - sterile gauze pads 36 inches x 36 inches

21) 3 - sterile eye pads

22) 1 - rounded-end scissors

23) 1 - mouth-to-mouth airway

24) 1 - pair medical examination gloves

3. Body fluid clean-up kit:

4. Each bus shall have a removable and moisture-proof body fluid clean-up kit. It shall be sealed with a breakable type seal. It shall be properly mounted in the driver's compartment in a location that is physically accessible to all drivers and identified as a body fluid clean-up kit. Body fluid clean-up kit shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

5. Contents shall, at a minimum, include:

7) 1 - pair medical examination gloves

8) Absorbent

9) 1 - scoop

10) 1 - scraper or hand broom

11) Disinfectant

12) 2 - plastic bags

6. Warning devices:

Each school bus shall contain at least three (3) reflectorized triangle road warning devices that meet requirements in FMVSS 125. The warning device(s) shall be enclosed in an approved box that shall be sealed with a breakable type seal. The warning device(s) and approved box shall be mounted in an accessible place within the driver's compartment of the bus and shall be mounted in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc. The lid of the approved box may be designed so as to reveal the contents of the box without opening the lid.

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6. Any of the emergency equipment may be mounted in an enclosed compartment, provided the compartment is labeled in not less than one inch letters, identifying each piece of equipment contained therein.
7. Tape(s) and silicone sealants do not meet breakable type seal requirement. Breakable type seal(s) shall be replaced as appropriate and necessary and also during every annual school bus inspection following a thorough inspection for deterioration and required contents.
8. Ignitable flares and axes are not allowed on school buses.

25. Floors

5. The floor in the under-seat area, including tops of wheel housing, driver's compartment and toe board, shall be covered with rubber floor covering or equivalent, having a minimum overall thickness of .125 inch, and a calculated burn rate of 0.1 or less, using the test methods, procedures and formulas listed in FMVSS No. 302. The driver's area on all Type A buses may be manufacturer's standard flooring and floor covering.
6. The floor covering in the aisles shall be of aisle-type rubber or equivalent, wear-resistant and ribbed. Minimum overall thickness shall be .187 inch measured from tops of ribs.
7. The floor covering must be permanently bonded to the floor and must not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be a type recommended by the manufacturer of floor-covering material. All seams must be sealed with waterproof sealer.
8. On Types B, C and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the fuel tank sending unit and /or fuel pump. This plate shall not be installed under flooring material.

26. Handrails

~~At least one handrail shall be installed. The handrail(s) shall assist passengers during entry or exit, and be designed to prevent entanglement, as evidenced by the passage of the NHTSA string and nut test, as defined in National School Transportation Specifications & Procedures School Bus Inspection.~~

27. Heaters and Air Conditioning Systems

3. Heating System:
 - m. The heater shall be hot water and/or combustion type.
 - n. If only one heater is used, it shall be fresh air or combination fresh air and recirculation type.

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- e. If more than one heater is used, additional heaters may be recirculating air type.
- p. The heating system shall be capable of maintaining bus interior temperatures as specified in SAE test procedure J2233.
- q. Auxiliary fuel-fired heating systems (non-reimbursable) are permitted, provided they comply with the following:
 - r. The auxiliary heating system fuel shall utilize the same type fuel as specified for the vehicle engine.
 - s. The heater(s) may be direct hot air or connected to the engine's coolant system.
 - t. An auxiliary heating system, when connected to the engine's coolant system, may be used to preheat the engine coolant or preheat and add supplementary heat to the bus's heating system.
 - u. Auxiliary heating systems must be installed pursuant to the manufacturer's recommendations and shall not direct exhaust in such a manner that will endanger bus passengers.
 - v. Auxiliary heating systems which operate on diesel fuel shall be capable of operating on #1, #2 or blended diesel fuel without the need for system adjustment.
 - w. The auxiliary heating system shall be low voltage.
 - x. Auxiliary heating systems shall comply with all applicable FMVSSs, including FMVSS No. 301, as well as with SAE test procedures.
- y. All forced air heaters installed by body manufacturers shall bear a name plate that indicates the heater rating in accordance with SBMTC-001. The plate shall be affixed by the heater manufacturer and shall constitute certification that the heater performance is as shown on the plate. Low profile heaters are not allowed within the clear floor area required to accommodate a wheelchair.
- z. Portable heaters shall not be allowed
- aa. Heater hoses shall be adequately supported to guard against excessive wear due to vibration. The hoses shall not dangle or rub against the chassis or any sharp edges and shall not interfere with or restrict the operation of any engine function. Heater hoses shall conform to SAE J20c. Heater lines on the interior of bus shall be shielded to prevent scalding of the driver or passengers. All heater hose shields shall completely cover all parts of the hose and connectors in such a way as to prevent burning subsequent to significant heat transferring to the shield. They shall not incorporate any

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~~openings that would allow a passenger to be injured by sharp edges or hot surfaces.~~

- ~~bb. Each hot water system installed by a body manufacturer shall include one shut-off valve in the pressure line and one shut-off valve in the return line with both valves at the engine in an accessible location, except that on all Types A and B buses, the valves may be installed in another accessible location.~~
- ~~cc. All heaters in the passenger compartment shall be equipped with a device, installed in the hot water pressure line, which regulates the water flow to all passenger heaters. The device shall be conveniently operated by the driver while seated. The driver and passenger heaters may operate independently of each other for maximum comfort.~~
- ~~dd. All combustion heaters shall be in compliance with current Federal Motor Carrier Safety Administration Regulations.~~
- ~~ee. Accessible bleeder valves shall be installed in an appropriate place in the return lines of body company installed heaters to remove air from the heater lines.~~
- ~~ff. Access panels shall be provided to make heater motors, cores, and fans readily accessible for service. An outside access panel may be provided for the driver's heater.~~

4. Air Conditioning (Non-Reimbursable Option Except When Driven By IEP):

- ~~g. The following specifications are applicable to all types of school buses that may be equipped with air conditioning. This section is divided into two parts: Part 1 covers performance specifications and Part 2 covers other requirements applicable to all buses.~~

h. Part 1 – Performance Specifications:

- ~~3) The installed air conditioning system should cool the interior of the bus down to at least 80 degrees Fahrenheit, measured at a minimum of three points, located four feet above the floor at the longitudinal centerline of the bus. The three points shall be: (1) near the driver's location, (2) at the mid point of the body, and (3) two feet forward of the rear emergency door, or, for Type D rear engine buses, two feet forward of the end of the aisle.~~
- ~~4) The test conditions under which the above performance must be achieved shall consist of: (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit (2) heat soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour and (3) closing~~

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~~windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit or lower within a maximum of 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.~~

- 5) ~~Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50 percent with normal sun loading of the bus and the engine running at the manufacturer's recommended low idle speed. After a minimum of one hour of heat soaking, the system shall be turned on and must provide a minimum 20-degree temperature drop in the 30-minute time limit.~~
- 6) ~~The manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.~~

i. Part 2 - Other Requirements:

- 8) ~~Evaporator cases, lines and ducting (as equipped) shall be designed in such a manner that all condensation is effectively drained to the exterior of the bus below the floor level under all conditions of vehicle movement and without leakage on any interior portion of bus.~~
- 9) ~~Any evaporator or ducting system shall be designed and installed so as to be free of injury-prone projections or sharp edges. Any ductwork shall be installed so that exposed edges face the front of the bus and do not present sharp edges.~~
- 10) ~~On specially equipped school buses, the evaporator and ducting (if used) shall be placed high enough that they will not obstruct occupant securement shoulder strap upper attachment points. This clearance shall be provided along entire length of the passenger area on both sides of the bus interior to allow for potential retrofitting of new wheelchair positions and occupant securement devices throughout the bus.~~
- 11) ~~The body may be equipped with insulation, including sidewalls, roof, firewall, rear, inside body bows and plywood or composite floor insulation to aid in heat dissipation and reflection.~~
- 12) ~~All glass (windshield, entrance and emergency doors, side and rear windows) may be equipped with maximum integral tinting allowed by federal, state or ANSI standards for the respective locations, except that windows rear of the driver's compartment, if tinted shall have approximately 28 percent light transmission.~~
- 13) ~~Electrical generating capacity shall be provided to accommodate the additional electrical demands imposed by the air conditioning system.~~

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- 14) Roofs may be painted white to aid in heat dissipation, according to National School Transportation Specifications & Procedures Placement of Reflective Markings.

28. Hinges

All exterior metal door hinges which do not have stainless steel, brass or nonmetallic hinge pins or other designs that prevent corrosion shall be designed to allow lubrication to be channeled to the center 75 percent of each hinge loop without disassembly.

29. Identification

4. The body shall bear the words "SCHOOL BUS" in black letters at least eight inches high on both front and rear of the body or on signs attached thereto. Lettering shall be placed as high as possible without impairment of its visibility. Letters shall conform to "Series B" of Standard Alphabets for Highway Signs. "SCHOOL BUS" lettering shall have a reflective background, or as an option, may be illuminated by backlighting.
5. MFSABs are exempt from these requirements.
6. Required lettering and numbering shall include:
- k. School district owned vehicles will be identified with black lettering (minimum four inches (4") high) on both sides of the school bus using the district name and number listed in the Idaho Educational Directory. Contractor-owned school buses under contract with a school district must also comply with the same identification standards as district-owned buses and shall be identified by either the contractor or district name, as decided by the district.
- l. Each district-owned or contracted school bus will be separately identified with its own number in two (2) places on each side of the bus in the logo panel/belt line using six inch (6") high black numbers. Numbers on the passenger side shall be as close to the first and last passenger windows as possible and on the driver's side as close to the stop arm and last passenger window as possible.
- m. Unauthorized entry placards shall be displayed in the most visible location when observed by persons approaching the vehicle with the door in the open position. Permanence of the placard should be a consideration when choosing a location for attachment. Placard shall read as follows:

WARNING
IT IS UNLAWFUL TO:
Enter a school bus with the intent to commit a crime

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**Enter a school bus and disrupt or interfere with the driver
Refuse to disembark after ordered to do so
(18-1522; 18-1113, Idaho Code)**

- 1) State Department of Education Student Transportation Section may provide unauthorized entry placards.
- a. Other lettering, numbering, or symbols, which may be displayed on the exterior of the bus, shall be limited to:
- e. Bus identification number on the top, front and rear of the bus, in addition to the required numbering on the sides.
- p. The location of the battery(ies) identified by the word "BATTERY" or "BATTERIES" on the battery compartment door in two-inch maximum lettering.
- q. Symbols or letters not to exceed 64 square inches of total display near the entrance door exterior displaying information for identification by the students of the bus or route served. No symbols, letters, or other signage shall be permitted on the first two passenger windows or on entrance door glass which may block or obscure clear visibility.
- r. All other signage must have prior written SDE approval.
- s. Manufacturer, dealer or school identification or logos displayed so as not to distract significantly from school bus body color and lettering specifications.
- t. Symbols identifying the bus as equipped for or transporting students with special needs (see Specially Equipped School Bus section).
- u. Lettering on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures. This lettering shall not obscure or interfere with the operation instructions displayed on the exterior portion of the rear emergency exit door.
- v. Identification of fuel type in two-inch maximum lettering adjacent to the fuel filler opening.
- w. One 4" x 10" (maximum) decal promoting school bus safety on rear bumper.

30. Inside Height

Inside body height shall be 72" or more, measured metal to metal, at any point on longitudinal centerline from front vertical bow to rear vertical bow. Inside body height of Type A-1 buses shall be 62" or more.

31. Insulation (Optional)

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3. If thermal insulation is specified, it shall be fire-resistant, UL approved, with minimum R-value of 5.5. Insulation shall be installed so as to prevent sagging.
4. If floor insulation is required, it shall be five-ply nominal 5/8 inch thick plywood, and it shall equal or exceed properties of the exterior type softwood plywood, C-D Grade, as specified in standard issued by U.S. Department of Commerce. When plywood is used, all exposed edges shall be sealed. Type A-1 buses may be equipped with nominal ½ inch thick plywood or equivalent material meeting the above requirements. Equivalent material may be used to replace plywood, provided it has an equal or greater insulation R-value, deterioration, sound abatement and moisture resistance properties.

32. Interior

2. The interior of bus shall be free of all unnecessary projections, which include luggage racks and attendant handrails, to minimize the potential for injury. This specification requires inner lining on ceilings and walls. If the ceiling is constructed to contain lapped joints, the forward panel shall be lapped by rear panel and exposed edges shall be beaded, hemmed, flanged, or otherwise treated to minimize sharp edges. Buses may be equipped with a storage compartment for tools, tire chains and/or tow chains. (see STORAGE COMPARTMENT)
3. Non-reimbursable interior overhead storage compartments may be provided if they meet the following criteria:
 - g. Meet head protection requirements of FMVSS 222, where applicable.
 - h. Have a maximum rated capacity displayed for each compartment.
 - i. Be completely enclosed and equipped with latching doors which must be sufficient to withstand a force of five times the maximum rated capacity of the compartment.
 - j. Have all corners and edges rounded with a minimum radius of one inch or padded equivalent to door header padding.
 - k. Be attached to the bus sufficiently to withstand a force equal to twenty times the maximum rated capacity of the compartment.
 - l. Have no protrusions greater than ¼ inch.
4. The driver's area forward of the foremost padded barriers will permit the mounting of required safety equipment and vehicle operation equipment. All equipment necessary for the operation of the vehicle shall be properly secured in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.
5. Every school bus shall be constructed so that the noise level taken at the ear of the occupant nearest to the primary vehicle noise source shall not exceed 85 dbA when

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~~tested according to National School Transportation Specifications & Procedures Noise Test Procedure.~~

33. Lamps and Signals

5. ~~Interior lamps shall be provided which adequately illuminate the aisle and step well. The step well lamps shall be illuminated by an entrance service door-operated switch, to illuminate only when headlamps and or clearance lamps are on and the entrance door is open. An additional exterior mounted lamp shall be mounted next to the entrance door to adequately illuminate the outside approach to the door. It shall be actuated simultaneously with the step well lamps.~~
6. ~~Body instrument panel lamps shall be controlled by an independent rheostat switch.~~
7. **School Bus Alternately Flashing Signal Lamps:**
 - g. ~~The bus shall be equipped with two red lamps at the rear of vehicle and two red lamps at the front of the vehicle.~~
 - h. ~~In addition to the four red lamps described above, four amber lamps shall be installed so that one amber lamp is located near each red signal lamp, at the same level, but closer to the vertical centerline of bus. The system of red and amber signal lamps, when in its operational mode, shall be wired so that amber lamps are energized manually, and red lamps are automatically energized (with amber lamps being automatically de-energized) when stop signal arm is extended or when bus entrance door is opened. An amber pilot lamp and a red pilot lamp shall be installed adjacent to the driver controls for the flashing signal lamp to indicate to the driver which lamp system is activated.~~
 - i. ~~Air and electrically operated doors may be equipped with an over-ride switch that will allow the red lamps to be energized without opening the door, when the alternately flashing signal lamp system is in its operational mode. The use of such a device shall be in conformity with the law and SDE loading/unloading training procedures, as contained in Idaho's school bus driver training curriculum.~~
 - j. ~~The area around the lenses of alternately flashing signal lamps extending outward from the edge of the lamps three inches (+/- 1/4 inch) to the sides and top and minimum one inch to the bottom, shall be black in color on the body or roof area against which the signal lamp is seen (from a distance of 500 feet along axis of the vehicle).~~
 - k. ~~Red lamps shall flash at any time the stop signal arm is extended.~~
 - l. ~~All flashers for alternately flashing red and amber signal lamps shall be enclosed in the body in a readily accessible location.~~

8. Turn Signal and Stop/Tail Lamps:

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- j. Bus body shall be equipped with amber rear turn signal lamps that are at least seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet FMVSS No. 108. These signal lamps must be connected to the chassis hazard warning switch to cause simultaneous flashing of turn signal lamps when needed as vehicular traffic hazard warning. Turn signal lamps are to be placed as wide apart as practical and their centerline shall be a maximum of 12 inches below the rear window. Type A-1 conversion vehicle front lamps must be at least 21 square inches in lens area and must be in the manufacturer's standard color.
- k. Buses shall be equipped with amber side-mounted turn signal lamps. One turn signal lamp on the left side shall be mounted rearward of the stop signal arm and one turn signal lamp on the right side shall be mounted rearward of the entrance door. Both front side-mounted turn signal lamps shall be mounted forward of the bus center line. An additional side mounted turn signal lamp may be mounted on each side of the bus to the rear of the bus center line.
- l. Buses shall be equipped with four combination red stop/tail lamps:
 - 3) Two combination lamps with a minimum diameter of seven inches, or if a shape other than round, a minimum 38 square inches of illuminated area shall be mounted on the rear of the bus just inside the turn signal lamps.
 - 4) Two combination lamps with a minimum diameter of four inches, or if a shape other than round, a minimum of 12 square inches of illuminated area, shall be placed on the rear of the body between the beltline and the floor line. The rear license plate lamp may be combined with one lower tail lamp. Stop lamps shall be activated by the service brakes and shall emit a steady light when illuminated. Type A-1 buses with bodies supplied by chassis manufacturer may be equipped with manufacturer's standard stop and tail lamps.
- m. On buses equipped with a monitor for the front and rear lamps of the school bus, the monitor shall be mounted in full view of the driver. If the full circuit current passes through the monitor, each circuit shall be protected by a fuse or circuit breaker or electronic protection device against any short circuit or intermittent shorts.
- n. An optional white flashing strobe lamp may be installed on the roof of a school bus, at a location not to exceed 1/3 the body length forward from the rear of the roof edge. The lamp shall have a single clear lens emitting light 360 degrees around its vertical axis and may not extend above the roof more than maximum legal height. A manual switch and a pilot lamp shall be included to indicate when lamp is in operation. Operation of the strobe lamp is limited to periods of inclement weather, nighttime driving, emergency

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situation or whenever students are onboard. Optionally, the strobe lamp may be mounted on the roof in the area directly over the restraining barrier on the driver's side, may be wired to activate with the amber alternately flashing signal lamps, continuing through the full loading or unloading cycle, and may be equipped with an override switch to allow activation of the strobe at any time for use in inclement weather, nighttime driving or emergency situation.

- e. The bus body shall be equipped with two white rear backup lamps that are at least four inches in diameter or, if a shape other than round, a minimum of 12 square inches of illuminated area, meeting FMVSS No. 108 and Idaho Code 49-920. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.

34. Metal Treatment

5. All metal except high grade stainless steel or aluminum used in construction of the bus body shall be zinc-coated or aluminum-coated or treated by an equivalent process before bus is constructed. Included are such items as structural members, inside and outside panels, door panels and floor sills. Excluded are such items as door handles, grab handles, interior decorative parts and other interior plated parts.
6. All metal parts that will be painted, in addition to the above requirements, shall be chemically cleaned, etched, zinc phosphate-coated and zinc chromate or epoxy primed, or the metal may be conditioned by an equivalent process. This includes but not limited to such items as crossing arm and stop arm.
7. In providing for these requirements, particular attention shall be given to lapped surfaces, welded connections of structural members, cut edges on punched or drilled hole areas in sheet metal, closed or box sections, unvented or undrained areas and surfaces subjected to abrasion during vehicle operation.
8. As evidence that the above requirements have been met, samples of materials and sections used in the construction of the bus body shall be subjected to a cyclic corrosion testing as outlined in SAE J1563.

35. Mirrors

5. The interior mirror shall be either clear view laminated glass or clear view glass bonded to a backing which retains the glass in the event of breakage. The mirror shall have rounded corners and protected edges. All Type A buses shall have a minimum of a six inch x 16 inch mirror and Types B, C, and D buses shall have a minimum of a six inch x 30 inch mirror.
6. Each school bus shall be equipped with exterior mirrors meeting the requirements of FMVSS No. 111. Mirrors shall be easily adjustable but shall be rigidly braced so as to reduce vibration. The right side rear view mirror shall not be obscured by the un-wiped portion of the windshield.

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7. ~~Heated external mirrors may be used.~~
8. ~~Remote controlled external rear view mirrors may be used.~~

36. Mounting

3. ~~The chassis frame shall support the rear body cross member. The bus body shall be attached to chassis frame at each main floor sill, except where chassis components interfere, in such a manner as to prevent shifting or separation of the body from the chassis under severe operating conditions.~~
4. ~~Isolators shall be installed at all contact points between body and chassis frame on Types A-2, B, C, and D buses, and shall be secured by a positive means to the chassis frame or body to prevent shifting, separation, or displacement of the isolators under severe operating conditions.~~

37. Overall Length

~~Overall length of bus shall not exceed 45 feet, excluding accessories.~~

38. Overall Width

~~Overall width of bus shall not exceed 102 inches, excluding accessories.~~

39. Public Address System

3. ~~Buses may be equipped with AM/FM audio and/or public address system having interior or exterior speakers.~~
4. ~~No internal speakers, other than the driver's communication systems, may be installed within four feet of the driver's seat back in its rearmost upright position.~~

40. Reflective Material (See National School Transportation Specifications & Procedures Placement of Reflective Markings)

6. ~~The front and/or rear bumper may be marked diagonally 45 degrees down to centerline of pavement with two-inch $\pm \frac{1}{4}$ inch wide strips of non-contrasting reflective material.~~
7. ~~The rear of bus body shall be marked with strips of reflective NSBY material to outline the perimeter of the back of the bus using material which conforms to the requirements of FMVSS No. 131, Table 1. The perimeter marking of rear emergency exits per FMVSS No. 217 and/or the use of reflective "SCHOOL BUS" signs partially accomplish the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least one and three-quarters ($1\frac{3}{4}$) inch reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of~~

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the bus. Vertical strips shall be applied at the corners connecting these horizontal strips.

8. "SCHOOL BUS" signs, if not of lighted design, shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear "SCHOOL BUS" signs.
9. Sides of bus body shall be marked with at least one $\frac{3}{4}$ inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.
10. Signs, if used, placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be of retro reflective NSBY material comprising background for lettering.

41. Rub Rails

7. There shall be one rub rail located on each side of the bus approximately at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side.
8. There shall be one additional rub rail located on each side at, or no more than ten inches above the floor line. The rub rail shall cover the same longitudinal area as upper rub rail, except at the wheel housings, and it shall, at a minimum, extend to radii of the right and left rear corners.
9. Both rub rails shall be attached at each body post and all other upright structural members.
10. Each rub rail shall be four inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion. Each entire rub rail shall be black in color.
11. Both rub rails shall be applied outside the body or outside the body posts. Pressed-in or snap-on rub rails do not satisfy this requirement. For Type A-1 vehicles using the body provided by the chassis manufacturer or for Types A-2, B, C and D buses using the rear luggage or the rear engine compartment, rub rails need not extend around the rear corners.
12. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.

42. Seats and Restraining Barriers

a. Passenger Seating:

3. All seats shall have a minimum cushion depth of 15 inches, a seat back height of 24 inches above the seating reference point, and must comply

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with all requirements of FMVSS No. 222. School bus design capacities shall be in accordance with 49 CFR, Part 571.3 and FMVSS No. 222. In addition to the fastener that forms the pivot for each seat retaining clip, a secondary fastener may be used in each clip to prevent the clip from rotating and releasing the seat cushion unintentionally.

4. All restraining barriers and passenger seats may be constructed with non-reimbursable materials that enable them to meet the criteria contained in the School Bus Seat Upholstery Fire Block Test (National School Transportation Specifications & Procedures School Bus Seat Upholstery Fire Block Test).
5. Each seat leg shall be secured to the floor by a minimum of two bolts, washers, and nuts. Flange-head nuts may be used in lieu of nuts and washers, or seats may be track-mounted in conformance with FMVSS No. 222. If track seating is installed, the manufacturer shall supply minimum and maximum seat spacing dimensions applicable to the bus, which comply with FMVSS No. 222. This information shall be on a label permanently affixed to the inside passenger compartment of the bus.
6. All seat frames attached to the seat rail shall be fastened with two bolts, washers and nuts or flange-head nuts.
7. All school buses (including Type A) shall be equipped with restraining barriers which conform to FMVSS No. 222.
8. The use of a "flip seat" adjacent to any side emergency door is prohibited.

b. Pre School Age Seating:

When installed, all passenger seats designed to accommodate a child or infant carrier seat shall comply with FMVSS No. 225. These seats shall be in compliance with NHTSA's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses".

c. Driver Seat:

- c. The driver's seat supplied by the body company shall be a high back seat with a minimum seat back adjustable to 15 degrees, without requiring the use of tools, and a head restraint to accommodate a 5th percentile female to a 95th percentile adult male, as defined in FMVSS No. 208. The driver's seat shall be secured with nuts, bolts and washers or flanged-head nuts.

- d. Type A buses may use the standard driver's seat provided by the chassis manufacturer.

d. Driver Restraint System:

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- d. A Type 2 lap/shoulder belt shall be provided for the driver. On buses where the driver's seat and upper anchorage for the shoulder belt are both attached to the body structure, a driver's seat with an integrated Type 2 lap/shoulder belt may be substituted. On buses where the driver's seat and upper anchorage for the shoulder belt are separately attached to both body and chassis structures (i.e., one attached to the chassis and the other attached to the body), a driver's seat with an integrated Type 2 lap/shoulder belt should be used.
- e. The assembly shall be equipped with an emergency locking retractor for the continuous belt system. On all buses except Type A equipped with a standard chassis manufacturer's driver's seat, the lap portion of the belt system shall be guided or anchored to prevent the driver from sliding sideways under it. The lap/shoulder belt shall be designed to allow for easy adjustment in order to fit properly and to effectively protect drivers varying in size from 5th percentile adult female to 95th percentile adult male.
- f. Each bus shall be equipped with a durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a location accessible to the seated driver in an easily detachable manner.

43. Steering Wheel

See Chassis section.

44. Steps

- 5. The first step at entrance door shall be not less than ten inches and not more than 14 inches from the ground when measured from top surface of the step to the ground, based on standard chassis specifications, except that on Type D vehicles, the first step at the entrance door shall be 12 inches to 16 inches from the ground. On chassis modifications which may result in increased ground clearance (such as four wheel drive) an auxiliary step shall be provided to compensate for the increase in ground-to-first-step clearance. The auxiliary step is not required to be enclosed.
- 6. Step risers shall not exceed a height of ten inches. When plywood is used on a steel floor or step, the riser height may be increased by the thickness of the plywood.
- 7. OEM steps shall be enclosed to prevent accumulation of ice and snow.
- 8. OEM, retrofit, or after market steps shall not protrude beyond the side body line, except during the loading or unloading of passengers.

45. Step Treads

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5. All steps, including the floor line platform area, shall be covered with 3/16 inch rubber floor covering or other materials equal in wear and abrasion resistance to top grade rubber.
6. The metal back of the tread shall be permanently bonded to the step tread material.
7. Steps, including the floor line platform area, shall have a one $\frac{1}{2}$ inch nosing that contrasts in color by at least 70 percent measured in accordance with the contrasting color specification in 36 CFR, Part 1192 ADA, Accessibility Guidelines for Transportation Vehicles.
8. Step treads shall have the following characteristics:
9. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D 4060, Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser; (GS-17 Wheel, 1000 gram, 1000 cycle)
10. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (7 days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTM D-750, Standard Test Method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, 7 days)
11. Flame Resistance: Step treads shall have a calculated burn rate of .01 or less using the test methods, procedures and formulas listed in FMVSS No. 302, Flammability of Interior Materials

46. Stirrup Steps

When the windshield and lamps are not easily accessible from the ground, there may be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

47. Stop Signal Arm

The stop signal arm(s) shall comply with the requirements of FMVSS No. 131.

48. Storage Compartment (Optional)

A storage container for tools, tire chains, and/or tow chains may be located either inside or outside the passenger compartment. If inside, it shall have a cover capable of being securely latched and fastened to the floor (the seat cushion may not serve this purpose), convenient to either the entrance door or the emergency door.

49. Sun Shield

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3. An interior adjustable transparent sun shield, with a finished edge and not less than six inches by 30 inches for Types B, C, and D vehicles, shall be installed in a position convenient for use by the driver.
4. On all Type A buses, the sun shield (visor) shall be installed according to the manufacturer's standard.

50. Tail Pipe

- a. The tailpipe may be flush with, but shall not extend out more than two inches beyond, the perimeter of the body for side exit pipe or the bumper for rear exit pipe.
- b. The tailpipe shall exit to the left or right of the emergency exit door in the rear of vehicle or to the left side of the bus in front or behind the rear drive axle. The tailpipe exit location on school bus types A-1 or B-1 buses may be according to the manufacturer's standard. The tailpipe shall not exit beneath any fuel filler location or beneath any emergency door.

51. Tow Attachment Points

5. Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a "wheel lift" or an "axle lift" is not available or cannot be applied to the towed vehicle.
6. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer's specifications.
7. Each rear towing device shall have a strength rating of 13,500 pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.
8. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

52. Traction Assisting Devices (Optional)

3. Where required or used, sanders shall:
 - j. Be of hopper cartridge valve type.
 - k. Have a metal hopper with all interior surfaces treated to prevent condensation of moisture.
 - l. Be of at least 100 pound (grit) capacity.
 - m. Have a cover on the filler opening of hopper, which screws into place, thereby sealing the unit airtight.

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- n. Have discharge tubes extending to the front of each rear wheel under the fender.
 - o. Have non-clogging discharge tubes with slush-proof, non-freezing rubber nozzles.
 - p. Be operated by an electric switch with a telltale pilot lamp mounted on the instrument panel.
 - q. Be exclusively driver controlled.
 - r. Have a gauge to indicate that the hopper needs refilling when it reaches one-quarter full.
4. Automatic traction chains may be installed.

53. Trash Container and Holding Device (Optional)

Where requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement; and it shall be installed in an accessible location in the driver's compartment, not obstructing passenger use of the entrance door or the entrance grab handle, and in such a way as to prevent the entanglement of clothing, backpack straps, drawstrings, etc.

54. Undercoating

- 3. The entire underside of the bus body, including floor sections, cross member and below floor line side panels, shall be coated with rust proofing material for which the material manufacturer has issued a notarized certification of compliance to the bus body builder that materials meet or exceed all performance and qualitative requirements of paragraph 3.4 of Federal Specification TT-C-520b, using modified test procedures* for the following requirements:
 - 5. Salt spray resistance pass test modified to 5 percent salt and 1000 hours
 - 6. Abrasion resistance pass
 - 7. Fire resistance pass
 - 8. *Test panels are to be prepared in accordance with paragraph 4.6.12 of TT-C-520b with modified procedure requiring that test be made on a 48-hour air-cured film at thickness recommended by compound manufacturer.
4. The undercoating material shall be applied with suitable airless or conventional spray equipment to the recommended film thickness and shall show no evidence of voids in the cured film. The undercoating material shall not cover any exhaust components of the chassis.

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55. Ventilation

5. Auxiliary fans shall meet the following requirements:
 - d. Fans for left and right sides shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct vision to any mirror or through any critical windshield area. Note: Type A buses may be equipped with one fan.
 - e. Fans shall be of six inch nominal diameter.
 - f. Fan blades shall be covered with a protective cage. Each fan shall be controlled by a separate switch.
6. The bus body shall be equipped with a suitably controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without having to open windows except in extremely warm weather.
7. Static-type, non-closeable exhaust ventilation shall be installed, preferably in a low-pressure area of the roof.
8. Roof hatches designed to provide ventilation in all types of exterior weather conditions may be provided.

56. Wheelhousing

6. The wheel housing opening shall allow for easy tire removal and service.
7. The wheel housings shall be attached to floor sheets in such a manner so as to prevent any dust, water or fumes from entering the body. The wheel housings shall be constructed of at least 16-gauge steel.
8. The inside height of the wheel housing above the floor line shall not exceed 12 inches.
9. The wheel housings shall provide clearance for installation and use of tire chains on single and dual (if so equipped) power-driving wheels.
10. No part of a raised wheel housing shall extend into the emergency door opening.

57. Windows

3. Each full side window, other than emergency exits designated to comply with FMVSS 217, shall provide an unobstructed opening of at least nine inches but not more than 13 inches high and at least 22 inches wide, obtained by lowering the window. One side window on each side of the bus may be less than 22 inches wide. Passenger and driver window frames shall be painted NSBY, black to match body trim, or shall be unpainted aluminum. The area between the passenger and driver window frames shall be NSBY (National School Bus Yellow).

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4. ~~Optional tinted (non-reimbursable) and/or frost free glazing may be installed in all doors, windows, and windshields consistent with federal, state, and local regulations.~~

58. Windshield Washers

~~A windshield washer system shall be provided.~~

59. Windshield Wipers

3. ~~A two-speed windshield wiping system with an intermittent time delay feature shall be provided.~~
4. ~~The wipers shall meet the requirements of FMVSS No. 104.~~

60. Wiring

19. ~~All wiring shall conform to current SAE standards.~~
20. ~~Wiring shall be arranged in circuits, as required, with each circuit protected by a fuse, breaker or electronic protection device.~~
21. ~~A system of color and number coding shall be used and an appropriate identifying diagram shall be provided to the end user, along with the wiring diagram provided by the chassis manufacturer. The wiring diagrams shall be specific to the bus model supplied and shall include any changes to wiring made by the body manufacturer. Chassis wiring diagrams shall be supplied to the end user. A system of color and number coding shall be used on buses. The following body interconnecting circuits shall be color-coded as noted:~~

<u>FUNCTION</u>	<u>COLOR</u>
Left Rear Directional Lamp	Yellow
Right Rear Directional Lamp	Dark Green
Stop Lamps	Red
Back-up Lamps	Blue
Tail Lamps	Brown
Ground	White
Ignition Feed, Primary Feed	Black

22. ~~The color of cables shall correspond to SAE J 1128.~~

23. ~~Wiring shall be arranged in at least six regular circuits as follows:~~

- f. ~~Head, tail, stop (brake) and instrument panel lamps~~
- g. ~~Clearance lamps and step well lamps that shall be actuated when the entrance door is open~~

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- h. Dome lamps
 - i. Ignition and emergency door signal
 - j. Turn signal lamps
- 1) Alternately flashing signal lamps.
24. Any of the above combination circuits may be subdivided into additional independent circuits.
25. Heaters and defrosters shall be wired on an independent circuit.
26. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off (a momentary or spring loaded switch does not meet this requirement) type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, two-way communications, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.
27. Whenever possible, all other electrical functions (such as sanders and electric-type windshield wipers) shall be provided with independent and properly protected circuits.
28. Each body circuit shall be coded by number or letter on a diagram of circuits and shall be attached to the body in a readily accessible location.
29. The entire electrical system of the body shall be designed for the same voltage as the chassis on which the body is mounted.
30. All wiring shall have an amperage capacity exceeding the design load by at least 25 percent. All wiring splices are to be done at an accessible location and noted as splices on wiring diagram.
31. A body wiring diagram of a size that can be easily read shall be furnished with each bus body or affixed in an area convenient to the electrical accessory control panel.
32. The body power wire shall be attached to a special terminal on the chassis.
33. All wires passing through metal openings shall be protected by a grommet.
34. Wires not enclosed within the body shall be fastened securely at intervals of not more than 18 inches. All joints shall be soldered or joined by equally effective connectors, which shall be water-resistant and corrosion-resistant.
35. Multiplex wiring may exempt manufacturers from some of the above wiring standards.

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36. Buses may be equipped with a 12-volt power port in the driver's area.

STANDARDS FOR SPECIALLY EQUIPPED SCHOOL BUSES

A. Introduction

Equipping buses to accommodate students with disabilities is dependent upon the needs of the passengers. While one bus may be fitted with a lift, another may have lap belts installed to secure child seats. Buses so equipped are not to be considered a separate class of school bus, but simply a regular school bus that is equipped for special accommodations.

The specifications in this section are intended to be supplementary to specifications in the school bus chassis and body sections. In general, specially equipped buses shall meet all the requirements of the preceding sections plus those listed in this section. It is recognized by the entire industry that the field of special transportation is characterized by varied needs for individual cases and by a rapidly emerging technology for meeting those needs. A flexible, "common-sense" approach to the adoption and enforcement of specifications for these vehicles, therefore, is prudent.

1. As defined by the Code of Federal Regulations (CFR) 49§571.3, "Bus means a motor vehicle with motive power, except a trailer, designed for carrying more than ten persons" (eleven or more including the driver). This definition also embraces the more specific category, school bus. Vehicles with ten or fewer passenger positions (including the driver) are not classified as buses. For this reason, the federal vehicle classification multipurpose passenger vehicle (CFR 49§571.3), or MPV, must be used by manufacturers for these vehicles in lieu of the classification school bus. The definition of designated seating position in 49 CFR § 571.3 states that, in the case of "vehicles sold or introduced into interstate commerce for purposes that include carrying students to and from school or related events" and which are "intended for securing of an occupied wheelchair during vehicle operation," each wheelchair securement position shall be counted as four designated seating positions when determining the classification (whether school bus or IMPV). This classification system does not preclude state or local agencies or the National School Transportation Specifications & Procedures from requiring compliance of school bus type MPVs with the more stringent federal standards for school buses. The following specifications address modifications as they pertain to school buses that, with standard seating arrangements prior to modifications, would accommodate eleven or more including the driver. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these standards is to require these vehicles to meet the same standards they would have had to meet prior to such modifications, and such MPVs are included in all references to school buses and requirements for school buses which follow.

B. Definition

A specially equipped school bus is any school bus that is designed, equipped, or modified to accommodate students with special transportation needs.

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C. General Requirements

1. School buses designed for transporting students with special transportation needs shall comply with Standards for Idaho School Buses and Operations and with Federal Motor Vehicle Safety Standards (FMVSS) applicable to their Gross Vehicle Weight Rating (GVWR) category.
2. Any school bus to be used for the transportation of children who utilize a wheelchair or other mobile positioning device, or who require life-support equipment that prohibits use of the regular service entrance, shall be equipped with a power lift. ~~unless a ramp is needed for unusual circumstances related to passenger needs.~~

D. Aisles

All school buses equipped with a power lift shall provide a minimum thirty (30)-inch pathway leading from any wheelchair/mobility aid position to at least one thirty (30) inch wide emergency exit door. A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.

E. Communications

All school buses used to transport students shall be equipped with two-way voice communication or SDE pre-approved device other than CB radios.

All school buses that are used to transport individuals with disabilities shall be equipped with a two-way electronic voice communication system other than CB radio.

F. Glazing

Tinted glazing may be installed in all doors ~~(non-reimbursable)~~, windows ~~(non-reimbursable)~~, and windshields consistent with federal, state, and local regulations.

G. Identification

Buses with power lifts used for transporting individuals with disabilities shall display below the window line on the lift and rear doors the International Symbol of Accessibility. Such emblems shall be white on blue background, shall not exceed twelve~~12~~ inches by twelve~~42~~ inches (12 x 12 inches) or be less than four inches by four inches (4 x 4 inches) in size, and shall be of a high-intensity reflectorized material meeting Federal Highway Administration (FHWA) FP-85 Standards.

H. Passenger Capacity Rating

In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/ reimbursement models), any location in a school bus intended for securement of an occupied wheelchair/mobility aid during vehicle operations are regarded as four (4) designated seating positions. Similarly, each lift area may be regarded as four (4) designated seating positions.

I. Power Lifts and Ramps

The power lift shall be located on the right side of the bus body when not extended. Exception: The lift may be located on the left side of the bus if, and only if, the bus is primarily used to deliver students to the left side of one-way streets.

1. ~~A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23 Vehicle ramp.~~
2. ~~A ramp device that does not meet the specifications of ADA but does meet the specifications delineated below may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use. If stowed in the passenger compartment, the ramp must be properly secured and placed away from general passenger contact. It must not obstruct or restrict any aisle or exit while in its stowed or deployed position.~~
3. ~~All specially equipped school buses shall provide a level-change mechanism or boarding device (e.g., lift or ramp), complying with the Ramp Section, with sufficient clearances to permit a wheelchair or other mobility aid user to reach a securement location.~~

J. Vehicle Lifts & Installations

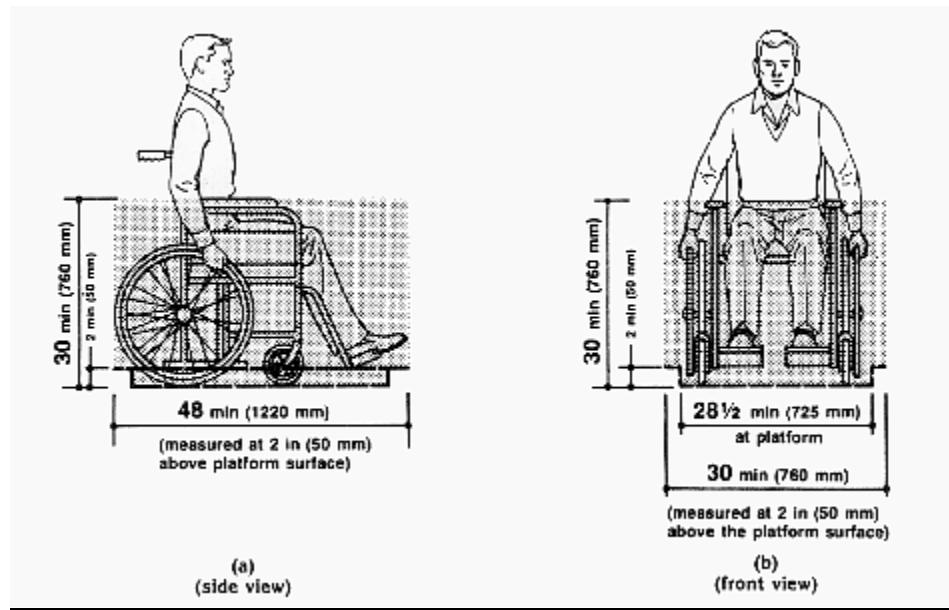
1. Vehicle lifts and installations shall comply with the requirements set forth in FMVSS No. 403, Platform Lift Systems for Motor Vehicles, and FMVSS No. 404, Platform Lift Installations in Motor Vehicles.
2. The design load of the vehicle lift shall be at least eight hundred (800) pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the vehicle lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Nonworking parts, such as platform, frame and attachment hardware that would not be expected to wear shall have a safety factor of at least three, based on the ultimate strength of the material.
3. The vehicle lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least eight hundred (800) pounds.
4. Controls: (See 49 CFR Part 571.403, S6.7, Control Systems).
5. Emergency Operations: (See 49 CFR Part 571.403, S6.9, ~~backup~~-Backup Operation).
6. Power or Equipment Failures: (See 49 CFR Part 571.403, S6.2.2, Maximum Platform Velocity).

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7. Platform Barriers: (See 49 CFR Part 571.403, S6.4.2, S6.4.3, Platform Requirements) (See, also “Wheelchair or Mobility Aid Envelope” figure at the end of this section).
8. Platform Surface: (See 49 CFR Part 571.403, S6.4.2, S6.4.3, Platform Requirements) (See, also “Wheelchair or Mobility Aid Envelope” figure at the end of this subsection).
9. Platform Gaps and Entrance Ramps: (See 49 CFR Part 571.403, S6.4.4, Gaps, Transitions, and Openings).
10. Platform Deflection: (See 49 CFR Part 571.403, S6.4.5, Platform Deflection).
11. Platform Movement: (See 49 CFR Part 571.403, S6.2.3, Maximum Platform Acceleration).
12. Boarding Direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.
13. Use by Standees: Lifts shall accommodate persons who are using other aids/devices other than a wheelchair (resulting in other than a seated position) who need to use to the lift. Such persons should use a wheelchair or other wheel-based mobility device for boarding or exiting the bus, and then should be transferred to a bus seat for the ride. During lift operations no one shall be allowed to stand on the lift platform, unless otherwise noted in an Individualized Education Program (IEP) or 504 Plan in accordance with an aid riding with a student on the lift. **[Note:** This item refers to equipment specifications].
14. Handrails: (See 49 CFR Part 571.403, S6.4.9, Handrails)
15. Circuit Breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment.
16. Excessive Pressure: (See 49 CFR Part 571.403, S6.8 Jacking Prevention)
17. Documentation: the following information shall be provided with each vehicle equipped with a lift:
 - a. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and a parts list shall be available upon request.)
 - b. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positioning of wheelchair/mobility aids on the lift.

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18. Training Materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.
19. Identification and Certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it confirms to all applicable requirements of the current National School Transportation Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.



2. Vehicle Ramp

- a. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23, Vehicle ramp.
- b. A ramp device that does not meet the specifications of ADA, but does meet the specifications of paragraph 3 (a-d) of National School Transportation Specifications and Procedures (NSTSP of May 2010 Edition), this section, may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use.

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- c. ~~If a ramp is used, it shall be of sufficient strength and rigidity to support at least 800 lbs. over an area of 26" x 26". It shall be equipped with a protective flange on each longitudinal side to keep the special device on the ramp.~~
- d. ~~The surface of the ramp shall be constructed of non-skid material.~~
- e. ~~The ramp shall be equipped with handles and shall be of weight and design to permit one person to put the ramp in place and return it to its storage place. It shall be stored outside the passenger compartment.~~
- f. ~~Ramps used for emergency evacuation purposes may be installed in raised floor buses by manufacturers. They shall not be installed as a substitute for a lift when a lift is capable of serving the need.~~

K. Regular Service Entrance

- 1. On power lift-equipped vehicles, the bottom step shall be the full width of the step well, excluding the thickness of the doors in open position.
- 2. In addition to the handrail required in the School Bus Standards ~~BUS BODY AND CHASSIS~~ section, an additional handrail may be provided on all specially equipped school buses. This rail shall be located on the opposite side of the entrance door from the rail required in the School Bus Standards ~~BUS BODY AND CHASSIS~~ section and shall meet the same requirements for handrails.

L. Restraining Devices

- 1. On power lift-equipped vehicles with a GVWR of ten thousand (10,000) pounds or more, seat frames may be equipped with attachment points to which belt assemblies can be attached for use with child safety restraint systems (CSRSs) that comply with FMVSS No. 213, Child Restraint Systems. Any belt assembly anchorage shall comply with FMVSS No. 210, Seat Belt Assembly Anchorages.
 - a. Alternatively, a child restraint anchorage system that complies with FMVSS No. 225, Child Restraint Anchorage Systems, may be installed.
- 2. Belt assemblies, if installed, shall conform to FMVSS No. 209, Seat Belt Assemblies.
- 3. Child safety restraint systems, which are used to facilitate the transportation of children who in other modes of transportation would be required to use a child, infant, or booster seat, shall conform to FMVSS No. 213.

M. Seating Arrangements

Flexibility in seat spacing to accommodate special devices shall be permitted to meet passenger requirements. All seating shall be forward-facing, School Bus Passenger Seating and Crash Protection and meet requirements of FMVSS No. 222.

N. Securement and Restraint System for Wheel Chair Occupant and Wheel Chair Seated Occupants

For purposes of understanding the various aspects and components of this section, the term securement and tie down and the phrases securement system or tie down system are used exclusively in reference to the devices that anchor the wheelchair to the vehicle. The term restraint and the phrase restraint system are used exclusively in reference to the equipment that is intended to limit the movement of the wheelchair occupant in a crash or sudden maneuver. The term ~~wheelchair tie-down and occupant restraint system~~ (WTORS) is used to refer to the total system that secures the wheelchair and restrains the wheelchair occupant.

1. WTORS—General Requirements

- a. A wheelchair tie down and occupant restraint system installed in specially equipped school buses shall be designed, installed, and operated for the use with forward-facing wheelchair-seated passengers and shall comply with all applicable requirements of FMVSS ~~No.~~ 222, School Bus Passenger Seating and Crash Protection, and SAE J2249, Wheelchair Tie-~~D~~own and ~~e~~Occupant ~~r~~estraint ~~s~~ystems for use in motor vehicles.
- b. The WTORS, including the anchorage track, floor plates, pockets or other anchorages, shall be provided by the same manufacturer or shall be certified to be compatible by manufacturers of all equipment/systems used.
- c. A device for storage of the WTORS shall be provided. When the system is not in use, the storage device shall allow for clean storage of the system, shall keep the system securely contained within the passenger compartment, shall provide reasonable protection from vandalism and shall enable the system to be readily accessed for use.
- d. The WTORS, including the storage device, shall meet the flammability standards established in FMVSS No. 302, Flammability of Interior Materials.
- e. The following information shall be provided with each vehicle equipped with a securement and restraint system:
 - i. A phone number where information can be obtained about installation, repair, and parts. (Detailed written instructions and parts list shall be available upon request.)
 - ii. Detailed instructions regarding use, including a diagram showing the proper placement of the wheelchair/mobility aids and positioning of securement devices and occupant restraints, including correct belt angles.
- f. The WTORS manufacturer shall make training materials available to ensure the proper use and maintenance of the WTORS. These may include

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instructional videos, classroom curriculum, system test results or other related materials.

2. **Wheelchair Securement/Tie down:** (See [49 CFR Part](#) 571.403, S5.4.1, S5.4.2)

Each wheelchair position in a specially equipped school bus shall have a minimum clear floor area of thirty 30-inches laterally by forty-eight 48-inches (30 x 48 inches) longitudinally. Additional floor area may be required for some wheelchairs. Consultation between the user and the manufacturer is recommended to insure that adequate area is provided.

3. **Occupant Restraint System:** (See [49 CFR Part](#) 571.403, S5.4.3, S5.4.4)

If the upper torso belt anchorage is higher than forty-four (44) inches, measured from the vehicle floor, an adjustment device, as part of the occupant restraint system, shall be supplied.

O. Special Light

Doorways in which lifts are installed shall have for use during lift operation a special light(s) providing a minimum of two (2) foot-candles of illumination measured on the floor of the bus immediately adjacent to the lift.

P. Special Service Entrance

1. Power lift-equipped buses shall have a special service entrance to accommodate the power lift.

Exception: If the lift is designed to operate within the regular service entrance, and is capable of stowing such that the regular service entrance is not blocked in any way, and that persons entering or exiting the bus are not impeded in any way, a special service entrance shall not be required.

2. The special service entrance and door shall be located on the right side of the bus and shall be designed so as not to obstruct the regular service entrance.

Exception: A special service entrance and door may be located on the left side of the bus if, and only if, the bus is used primarily to deliver students to the left side of one-way streets and its use is limited to that function.

3. The opening may extend below the floor through the bottom of the body skirt. If such an opening is used, reinforcements shall be installed at the front and rear of the floor opening to support the floor and give the same strength as other floor openings.

4. A drip molding shall be installed above the opening to effectively divert water from entrance.

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5. Door posts and headers at the entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for the special service entrance.

Q. Special Entrance Doors

1. A single door or double doors may be used for the special service entrance. All doors shall have a positive fastening device with a black arrow pointing in the direction of handle travel to open.
2. A single door shall be hinged to the forward side of the entrance unless doing so would obstruct the regular service entrance. If, due to the above condition, the door is hinged to the rearward side of the doorway, the door shall utilize a safety mechanism that will prevent the door from swinging open should the primary door latch fail. If double doors are used, the system shall be designed to prevent the door(s) from being blown open by the wind resistance created by the forward motion of the bus, and/or shall incorporate a safety mechanism to provide secondary protection should the primary latching mechanism(s) fail.
3. All doors shall have positive fastening devices to hold doors in the "open" position...
4. All doors shall be weather sealed.
5. When manually-operated dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward-mounted door shall have at least three one-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. The door and hinge mechanism shall be of a strength that is greater than or equivalent to the emergency exit door.
6. Door materials, panels and structural strength shall be equivalent to the conventional entrance and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.
7. Each door shall have windows set in rubber that are visually similar in size and location to adjacent non-door windows. Glazing shall be of same type and tinting (if applicable) as standard fixed glass in other body locations.
8. Door(s) shall be equipped with a device that will actuate an audible or flashing signal located in the driver's compartment when door(s) is not securely closed and the ignition is in the "on" position.
9. A switch shall be installed so that the lifting mechanism will not operate when the lift platform door(s) is closed.
10. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Padding shall be at least three (3) inches wide and one (1) inch thick and shall extend the full width of the door opening.

R. Support Equipment and Accessories

1. In addition to the webbing cutter required in the bus standards BUS BODY AND CHASSIS section, each specially equipped school bus ~~that is~~ set up to accommodate wheelchairs or other assistive or restraint devices with belts attached shall contain an additional webbing cutter properly secured in a location to be determined by the purchaser. The belt cutter shall meet the requirements listed in the bus standards BUS BODY AND CHASSIS section.
2. Special equipment or supplies ~~that are~~ used on the bus for mobility assistance, health support or safety purposes shall meet any local, federal or engineering standards that may apply, including proper identification.
3. Equipment that may be used for these purposes includes, but is not limited to:
 - a. Wheelchairs and other mobile seating devices. (~~S~~ee section on Securement and Restraint System for Wheelchair and Wheelchair-seated Occupant.)
 - b. Crutches, walkers, canes and other ambulating devices; and/or
 - c. Medical support equipment, which may include respiratory devices such as oxygen bottles ~~{which should be no larger than twenty-two (22) cubic feet for liquid oxygen and thirty-eight (38) cubic feet for compressed gas}~~ or ventilators. Tanks and valves should be located and positioned to protect them from direct sunlight, bus heater vents or other heat sources. Other equipment may include intravenous and fluid drainage apparatus. If transporting oxygen, refer to Ambulance Manufactures Division, Standard 003.
4. All portable equipment and special accessory items, including the equipment listed above, shall be secured at the mounting location to withstand a pulling force of five (5) times the weight of the item or shall be retained in an enclosed, latched compartment. The compartment shall be capable of withstanding forces applied to its interior equal to five (5) times the weight of its contents without failure to the box's integrity and securement to the bus. Exception: If these standards provide specific requirements for securement of a particular type of equipment, the specific standard shall prevail (e.g., wheelchairs).

S. Technology and Equipment

It is the intent of these specifications to accommodate new technologies and equipment that will better facilitate the transportation of students with special needs. New technology and equipment is acceptable for use in specially equipped vehicles if:

1. It does not compromise the effectiveness or integrity of any major safety system. (Examples of safety systems include, but are not limited to, compartmentalization, the eight-lamp warning system, emergency exits and the approved color scheme.)

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2. It does not diminish the safety of the bus interior.
3. It does not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.
4. It does not require undue additional activity and/or responsibility for the driver.
5. It generally increases efficiency and/or safety of the bus, generally provides for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus and/or generally assists the driver and makes his/her many tasks easier to perform.

STANDARDS FOR ALTERNATIVE FUELS FOR SCHOOL BUSES

A. Introduction

This section is designed to be used as an overview of the alternative fuels being utilized for student school transportation. It is not designed to replace current applicable federal, state, manufacturing or safety specifications that may exceed requirements within this section. There may be advancements in engineering and improvements in equipment fabrication methods and operating practices that differ from those specifically called for in this section. Such deviations or improvements may provide safety and may meet the intent of, and be compatible with, this section. Entities wishing to purchase alternative fuel school buses should use this section only as a starting point. More detailed specifications, including specific design and performance criteria and safety specifications, should be researched by prospective purchasers of alternative-fuel school buses.

B. General Requirements

Alternative fuel school buses shall meet the following requirements:

1. Chassis shall meet all standards previously mentioned in IDAHO SCHOOL BUS CHASSIS-STANDARDS.
2. Chassis shall meet all applicable Federal Motor Vehicle Safety Standards (FMVSS).
3. The fuel system integrity shall meet the specified leakage performance standards when impacted by a moving contoured barrier in accordance with test conditions specified in FMVSS No. 301 or FMVSS-No. 303, or with the Canadian Motor Vehicles Safety Standard 301.1, as applicable.
4. Original equipment manufacturers (OEMs) and conversion systems using compressed natural gas (CNG) shall comply with National Fire

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Protection Association (NFPA) Specification 52-A 2013, "Compressed Natural Gas Vehicular Fuel Systems," in effect at the time of installation. Fuel systems using liquefied petroleum gas (LPG) shall comply with NFPA Specification 58-A 2014, "Liquefied Petroleum Gases Engine Fuel Systems" ~~in effect at the time of installation~~.

5. ~~All alternative fuel buses shall be capable of traveling not less than 200 miles with a full load, except those powered by electricity shall be capable of traveling not less than 80 miles~~
~~Fuel tank(s) for vehicles of less than fifty-four (54) passenger capacity powered by LPG or CNG shall have a minimum 40-gallon capacity. Fuel tank (s) for vehicles of fifty-four (54) or more passenger capacity powered by LPG or CNG shall have a minimum 60-gallon capacity.~~
6. Natural gas-powered buses ~~shall may~~ be equipped with an interior/exterior gas detection system. All natural gas-powered buses ~~shall may~~ be equipped with an automatic or manual fire detection and suppression system.
7. All materials and assemblies used to transfer or store alternative fuels shall be installed outside the passenger/driver compartment.
8. All Types C and D buses using alternative fuels shall meet the same base requirements of IDAHO SCHOOL BUS CHASSIS-STANDARDS for passenger load.
9. The total weight shall not exceed the GVWR when loaded to rated capacity.
10. The manufacturer supplying the alternative fuel equipment must provide the owner and operator with adequate training and certification in fueling procedures, scheduled maintenance, troubleshooting and repair of alternative fuel equipment.
11. All fueling equipment shall be designed specifically for fueling motor vehicles and shall be certified by the manufacturer as meeting all applicable federal, state and industry standards.
12. All on-board fuel supply containers shall meet all appropriate requirements of the American Society for Mechanical Engineering (ASME) code, DOT regulations or applicable FMVSSs and NFPA standards.
13. ~~All fuel supply containers shall be securely mounted to withstand a static force of eight times their weight in any direction.~~
14. ~~13.~~ All safety devices that discharge to the atmosphere shall be vented — to the outside of the vehicle. The discharge line from the safety relief valve on all school buses shall be located in a manner appropriate to the characteristics of the alternative fuel. Discharge lines shall not pass through the passenger compartment.
15. ~~14.~~ A-CNG buses shall have a positive quick-acting (one quarter turn) shut-off control valve shall be installed in each gaseous fuel supply line, as close as

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possible to the fuel supply containers. The valve controls shall be placed in a location easily operable from the exterior of the vehicle. The location of the valve control shall be clearly marked on the exterior surface of the bus.

16.15. An electrical grounding system shall be required for grounding of the fuel system during maintenance-related venting.

17.16. Fuel systems identified as compatible with bio-diesel must be provided with components compatible with Bio-Diesel must conform conforming to the specifications of ASTM Biodiesel Standards.

18.17. High voltage-powered school buses utilizing a high voltage propulsion system {[more than forty-eight (48) nominal volts]} shall meet the requirements of FMVSS 305, except for the following:

- a. The propulsion power source (batteries, fuel cells, etc.) shall be located outside the passenger compartment.
- b. The propulsion power source enclosure shall be constructed to conform to the power source manufacturer's requirements and recommendations.
- c. Due to the much larger size and quantities of the propulsion power sources on large vehicles, buses over ten thousand (10,000) lbs.pounds are permitted to exceed the 5.0 liter spillage constraint of 49 CFR Part 571.305, Section S5.1, "Electrolyte damagespillage from propulsion batteries.", and the requirements to statically rotate the vehicle on its longitudinal axis post test.

C. Characteristics of Alternative Fuels

1. For the purpose of this section, alternative fuels refer to the specific fuels listed below. A brief description of each fuel is shown. (See National School Transportation Specifications & Procedures Alternative Fuels Comparison Chart)

2. Note: Two other more exotic fuels are being examined, hydrogen and solar power. These two energy sources are in their infancy as alternative fuels for motor vehicles and are not covered within the scope of this section.

3. Liquid Alternative Fuels:

1. Methanol, a liquid at normal ambient temperatures, is colorless, and is made primarily from natural gas or coal. Extensive experiments have been conducted with automobile and truck engines powered by methanol. There are a number of urban transit bus fleets currently using methanol. California has experience with methanol as an alternative fuel for school buses through their School Bus Demonstration Project. The findings clearly determined methanol fuel to be costly to operate and unreliable. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)

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- b. Ethanol is a distilled agricultural alcohol product that is a liquid and is colorless at normal ambient temperatures. Corn is the current primary grain source. It has many of the same characteristics as methanol. Currently, ethanol is used primarily in a mixture with gasoline, usually no more than 10% ethanol.
- c. Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur content and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the installation of an advanced exhaust after-treatment device in the form of a continuously regenerating trap (CRT). This CRT technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to essentially zero) and the hydrocarbons to an unmeasurable level (to essentially zero). Further steps are being developed to add cetane boosters, which increase efficient combustion. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)
- d. Reformulated gasoline is a specially blended fuel with the following properties: (1) lower vapor pressure that reduces evaporation during operation and refueling, and (2) more efficient combustion through the addition of high-octane oxygenates. Reformulated gasoline aromatic levels have been lowered, which provides less in the way of hydrocarbon tail pipe emissions. Reformulated gasoline (RFG) is required by the EPA in certain metropolitan areas. However, those areas are becoming fewer. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)

4. Gaseous Alternative Fuels:

- a. Natural gas is primarily methane as it comes from the well, and it burns quite cleanly in its unprocessed state. Natural gas has a higher ignition point (temperature) and a narrower fuel/oxygen mixture combustion range than other fuels. Energy is consumed in processing natural gas to achieve sufficient vehicle storage (i.e., compression or cryogenic processes). (See Compressed Natural Gas and Liquid Natural Gas below.) Natural gas is lighter than air in ambient conditions and does not pool on the ground, a condition that requires buildings used for indoor housing of natural gas vehicles to be adequately ventilated at the ceiling.
- b. Compressed natural gas, or CNG, consists primarily of mixtures of hydrocarbon gases and vapors, consisting principally of methane (CH_4) in gaseous form, which is compressed for use as a vehicular fuel.

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(Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)

- c. Liquid natural gas, or LNG, utilizes the same natural gas source (primarily methane) as CNG, but requires purification of the gas and cooling and storage below 260 degrees Fahrenheit to liquefy the natural gas. Converting natural gas to liquid form provides storage of a much greater amount on the vehicle than can be achieved in the gaseous state. The process of liquefying the natural gas also yields almost pure methane gas with predictable performance characteristics. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)
- d. Propane, also known as Liquefied Petroleum Gas or LPG, is sometimes available directly from wells, but is normally produced as a by product of the gasoline refining process. It has been used for a number of years in light-duty commercial vehicles in urban areas around the world. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May – 2010 Alternative Fuels.)
- e. Electric Power or the use of electricity as a power source for school buses is an emerging technology that is under considerable research due to the potential for reduced overall emissions. Research is centering on ways to increase the capacity and reduce the weight of batteries, as well as improving the motors used to power the vehicles and the associated electronics. Recharging technology is also developing rapidly. Most of these efforts have the goals of improving the range and performance of electric vehicles, reducing their cost and addressing operational concerns, such as recharging.
- f. Hybrid electric and plug-in hybrid electric vehicles, while technically not an alternative fuel, are treated as such in most federal and state programs due to the novel approach to energy use. Straight hybrid electric vehicles are, by far, the largest and fastest growing sector of alternative fuel vehicles. Plug-in hybrid electric vehicles take advantage of the straight hybrid system, but also allow the user to precharge the battery packs to gain additional range and reduce combustion engine usage. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May – 2011 Alternative Fuels.)
- g. Biodiesel is a fuel manufactured from vegetable oils, recycled cooking greases, or animal fats. The term "biodiesel" refers to the pure fuel. Biodiesel blends or BXX refers, to a fuel that is composed of XX% biodiesel and XX% diesel fuel. The City of Seattle, for example, has been using B20 which is 20% biodiesel blended with 80% low sulfur diesel. B100 is pure biodiesel. The diesel fuel can be No. 1 or No. 2. Biodiesel and biodiesel blends should only be used in compression ignition engines that are designed to be operated on diesel fuel as described in ASTM 975 or related military specifications. Biodiesel or blends should never be put into a gasoline engine. Biodiesel fuel can be used in compression ignition

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engines in cars, trucks, construction equipment, boats, generators, and in most other applications where diesel is typically used. Biodiesel fuel is renewable, is domestically produced and is commercially available in all fifty (50) states. It provides similar performance to diesel; has high cetane, high lubricity, high flash point, and is the safest of all fuels to store and handle. Biodiesel has the highest BTU content of any alternative fuel.

- h. Clean diesel was one of the alternative fuels approved in the Clean Air Act Amendments of 1990. The first step to be undertaken was further refining to reduce sulfur contents and hence the significant particulate emissions caused by the sulfur. Significant advancement in this process has resulted in the development of ultra-low sulfur content diesel fuel. Refinery techniques can now produce diesel fuel with a sulfur content below 15 parts per million (PPM). The availability of this fuel supports the continuously regenerating filter, known as a diesel particulate filter. This technology reduces the exhaust particulate content by approximately 90 percent from currently mandated levels (to essentially zero). Further steps are being developed to add cetane booster, which increase efficient combustion. (Advantages and disadvantages listed in National School Transportation Specifications and Procedures May 2010 – Alternative Fuels.)

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SCHOOL BUS WITHDRAWAL FROM SERVICE STANDARDS

The SDE staff shall develop, maintain and periodically distribute out-of-service criteria (a matrix), the basis of which shall be the latest published document from the most recent National Conference Congress on School Transportation. The Out-of-Service Matrix shall be subsequent to input from the Student Transportation Steering Committee ~~and new school bus state inspectors~~, as needed. These standards are intended to ensure that all Idaho school buses are maintained in a safe manner. When inspection of a bus reveals a maintenance condition that is below an out-of-service standard it shall be the duty of the technician performing the inspection to remove the vehicle from service until the discrepancy has been corrected. These standards shall apply to both new and used buses and shall be the criteria used whenever an Idaho school bus is inspected. These standards are to be used whenever a sixty (60)- day, Annual or New School Bus Inspection is being performed by state inspectors or district, contractor, or outside contracted maintenance personnel (IC Section 33-1506, Idaho Code). The Out-of- Service Matrix is located on the SDE website.

STANDARDS FOR STUDENT TRANSPORTATION OPERATIONS

A. Introduction

The success of any school transportation operation depends largely on the performance and degree of dedication displayed by those involved. The school bus is an extension of the classroom and as such, the ride to school should be safe and efficient in an atmosphere conducive to learning readiness. Open and honest communication between all stakeholders is vital for the success of the transportation program. Transportation is critical to the education process, and the school bus is the safest form of transportation. Therefore, transportation to and from school on a school bus shall be offered to all eligible students. Districts or the governing body responsible for pupilstudent transportation shall have an eligibility policy, which takes safety into account, addressing distances from school for all-different age groups. If transportation eligibility is maximized, the result will be more students on buses and therefore, safer access to students' educational opportunities. The sole criterion used to establish transportation eligibility should not be only the distance between a student's home address and the student's school of attendance; rather, travel to and from school must take into account various criteria. Safety must be the primary concern, and criteria should take into account the ages of students and potentially hazardous situations, such as roadway and walk pathway conditions, speed limits, railroad crossings, lighting conditions, etc. The criteria should also take into account students' levels of maturity, grade levels, cognitive and physical abilities. Similar criteria should be used in establishing maximum distances between a student's home and the assigned bus stop per district guidelines.

B. School Travel Choices

1. Children in the United States travel to and from pre-school, school and related activities by a variety of modes. Administrators, parents and students often choose or encourage the use of modes of travel for reasons other than maximizing safety or minimizing risk (e.g., convenience, flexibility, and budget).

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It is recommended that all eligible school students be transported in a school bus.

2. Each travel mode has its inherent risks, which vary from community to community, school to school and program to program, and any shifts from one mode to another can have a marked effect on the overall safety of travel for a particular community, school or program. The goal is to improve safety for all children traveling to and from pre-school, school and related activities and to provide communities with the information needed to make informed choices that balance their needs and resources.

C. Administration

In compliance with ~~IC~~ Section 33-1511, Idaho Code, the SDE shall provide the following:

1. Leadership in the development of a comprehensive student transportation program for statewide application.
2. A state supervisor of ~~student school~~ transportation with the staff and resources necessary for optimal job performance.
3. A comprehensive school bus operator and school bus technician training program.
4. Frequent visits to local school districts and charter schools to audit, inspect, review and evaluate student transportation programs and financial systems (including reimbursement claim accuracy) and provide direction as necessary. Adequate frequency shall be defined as, at least once every ~~three~~two (2) years.
5. The ~~Supervisor Director~~ of Student Transportation, based upon results of program reviews, fiscal audits, and spot inspections as set forth in ~~S~~ection ~~IC~~ 33-1506, Idaho Code will provide school districts a list of required corrective actions, when necessary (~~IC~~ Section 33-1511, Idaho Code).
6. Follow-up visits to ensure implementation of corrective action plans. The ~~Supervisor Director~~ of Student Transportation shall require school districts to submit progress reports on those corrective actions developed by the ~~Supervisor Director~~ of Student Transportation to the SDE at prescribed intervals until deficiencies are corrected or the corrective actions no longer apply (~~IC~~ Section 33-1511, Idaho Code).
7. The ~~Supervisor Director~~ of Student Transportation may withhold all or a portion of a district's ~~pupil~~student transportation reimbursement funding in instances of noncompliance with the requirements of ~~IC~~ Sections 33-15061511(6) or ~~IC~~ 33-15061511(6), Idaho Code.
8. Managing the state's student transportation program to include planning, budgeting, and forecasting requirements for the operation.

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9. Collecting and analyzing statistical and financial data.
10. Developing, preparing and organizing manuals, handbooks and written training programs for student transportation personnel.
11. Providing consulting services and assistance to local districts as necessary.

D. Local School District or Charter School Administration

1. The local district or charter responsible for student transportation shall supervise the overall transportation operation within the respective district.
2. Assign adequately trained staff responsible for implementing and/or supervising a comprehensive student transportation program.
3. Ensure compliance with federal and state student transportation laws, regulations and policies, including drug/alcohol testing programs as required in the Omnibus Transportation Employee Testing Act of 1991, and in compliance with 49 CFR, Parts 40 and 382.

E. Written Policies

In compliance with IC Sections 33-1501 through IC 33-1512, Idaho Code, the local board of trustees or the governing body will establish and adopt a set of written policies governing the student transportation system, including policies for disabled students. Contracting school districts or charters shall ensure compliance to written policies by student transportation contractors. The district's or charter's written policies shall, at a minimum, include:

1. Student transportation operations, including participation in training programs for all transportation personnel.
2. The evaluation of school bus routes and the periodic evaluation of student transportation personnel. The transportation supervisor or the district's school bus driver trainer shall evaluate a minimum of once per year each route and each driver for the purpose of assessing driver performance and the safety of routes and bus stops (National School Transportation Specifications & Procedures, Identification and Evaluation of School Bus Route and Hazard Marking Systems). The time schedule for pickup and delivery of children shall be followed as accurately as possible. Documentation of the driver and route evaluation shall be retained in the driver's personnel file. The SDE staff shall develop and maintain model evaluation procedures and forms.
3. The investigation and reporting of accidents and other transportation problems. Drivers shall report all school bus accidents to local school authorities and the appropriate law enforcement agency in accordance with Title 49, Chapter 13 of Idaho Code. Subsequent to the accident or incident, a Uniform School Bus Accident/Injury or appropriate Incident Report Form shall be completed by the

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driver or transportation supervisor and submitted to the SDE within fifteen (15) days.

4. Providing supervision of loading and unloading areas at or near schools during unloading and loading of school buses. Schools ~~districts~~ shall provide an adequate number of supervisors for the size of the loading area and number of students present and ensure close, continuous and interactive supervision whenever students and/or buses are present in the loading area IC Section 33-512(4), Idaho Code.
- 4.5. Each school district that provides activity bus transportation for pupils~~students~~ shall have comprehensive policies and guidelines regarding activity transportation (IDAPA 08.02.02.180).
- 5.6. Ensure that instruction in passenger safety, including student participation in practical emergency evacuation drills, is an integral part of the school curriculum. Instruction should comply with state requirements and/or Federal Highway Safety Guideline 17 and with 45 CFR Part 1310, as may be applicable, and should include, but not be limited to, the following:
 - a. At least once each school semester, provide all students~~passengers~~ transported to and from schools in a school bus ~~or multifunction school~~ activity bus with instruction in the location and operation of all emergency exits. Also, provide supervised practical emergency exit drills to each student transported to or from schools in a school bus or ~~multifunction~~ school activity bus.
 - 1) Each bus route should have a written emergency evacuation plan. This plan should reflect each student's ability to evacuate or help others. Students with disabilities should participate in required evacuation drills and should only be excluded if their participation would present a health risk. Parents should be notified in advance of such barriers to their child's participation. Every effort should be made to ensure that ALL students have a reasonable understanding of the concept of an emergency and how they will exit the bus.
 - 2) The driver and the attendant must be familiar with any equipment in the bus that would aid in an actual evacuation, (e.g., the use of all emergency exits, emergency/fire blankets, webbing cutters, etc.). It is important to enlist the help of school liaisons, parents and other personnel (e.g., physical therapists) to train and help students and staff understand emergency procedures including how to exit the bus safely without the use of their mobility devices and equipment (wheelchair, etc.). Local emergency personnel should be involved in developing the plans, especially if the students transported have complex medical conditions.

a.b. Before departure on each activity trip, provide all students~~passengers~~ transported in a school bus, ~~school chartered bus or multifunction school~~ activity bus instruction on the location of all emergency exits and

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demonstrations of their operation. Instruction should include a general review of safe riding practices, rules and procedures.

- c. Limit the amount of carry-on items, especially large items such as luggage, coolers, sports/band equipment, etc., in school buses,~~school-chartered buses or multifunction school activity buses~~. Aisles and emergency exits in school ~~buses, buses~~ ~~school-chartered buses and multifunction school activity buses~~ must be kept clear at all times. Any item that is brought on board must be safely stowed and secured away from any aisle or emergency exit.School districts shall develop policy identifying other perceived unsafe items prohibited from being transported in the passenger compartment of a school bus, such as skis, skateboards, large instruments, etc.

- 6.7. Ensure compliance with Electronic device regulations, meeting compliance with Federal Motor Carrier Safety Administration Regulations, 49 CFR Part 392.82.
8. Student transportation operations shall be included in the district's service animals planning. Related training shall be provided to school bus drivers related to district plans (IEP, 504 Plan, definitions, handling, care, emergency evacuations, health certificates, etc, etc.).

Transporters of pre-school age and older children in vehicles that use seat belt systems minimally should adhere to the following recommendations:

- establish written policies and procedures for procurement, maintenance, cleaning and inspection of seat belt systems)
- usage training
- retrofitting school buses with seat belt systems; and
- Emergency procedures.
- Develop training and procedures for personnel in the, use, care and upkeep of seat belt systems, and the use of seat belt cutters.

F. Additional Requirements Not Covered Under Policies

1. Provide the necessary library of resources to ensure that transportation personnel have the proper tools to operate a safe and efficient program. These resources include, but are not limited to:
 - a. Applicable federal, state and local laws, codes and regulations.
 - b. Applicable manuals and guidelines.
 - c. On-line connectivity for access to all internet and other resources.
 - d. Applicable trade journals and organizations' publications.

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2. Provide contract management (if applicable). If a private carrier is utilized in a school transportation operation, it is imperative that a clear partnership is established with all parties. Clear expectations and contract review, along with on-going training, communication and practice/procedure development should be developed with a working partnership in mind.

G. Personnel Qualifications and Training

1. Prerequisite Qualifications and Job Descriptions

In compliance with Federal Motor Carrier Safety Administration-FMCSA Regulations, (49 CFR Part-383), and IC Sections 33-130, 33-1508, and 33-1509, Idaho Code, the local board of trustees/administration will establish and adopt a set of written prerequisite qualifications and job descriptions governing student transportation personnel, which shall, at a minimum, include:

- a. Completion of an application form, which includes a personal and occupational history;
- b. A satisfactory driving record as revealed through pre-employment and annual checks with the state driver licensing division;
- c. A satisfactory work history as verified through professional references; and
- d. The ability to manage resources, students and personnel necessary to achieve a desired objective.

4.2. Insulin-Treated Diabetes Mellitus

In compliance with Federal Motor Carrier Safety Administration Regulations (Parts 381 and 383) and ICSection 33-1509, Idaho Code, the SDE Student Transportation staff will establish an exemption process governing student transportation personnel diagnosed with insulin-treated diabetes mellitus (ITDM). In considering exemptions, the Department must ensure that the issuance of diabetes exemptions will not be contrary to the public interest and that the exemption achieves an acceptable level of safety. Applications must be submitted to the SDE Student Transportation staff using the application form. Therefore, the Department will only consider granting exemptions to ITDM individuals who meet certain conditions and who submit the following information and documentation:

- 1) Number of years driving school bus.
- 2) Approximate number of miles per year driving school bus.
- 3) Estimated number of miles driven per week.

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- 4) ~~Estimated number of daylight driving hours per week.~~
- 5) ~~Estimated number of nighttime driving hours per week.~~
- 6) ~~Supporting documentation of current Commercial Drivers License to drive school bus issued by the State of Idaho.~~
- 7) ~~Supporting documentation certifying applicant has operated a commercial motor vehicle (CMV) with a diabetic condition controlled by the use of insulin while under the care of an endocrinologist (may have consulting relationship with driver's personal physician) familiar with the treatment and monitoring of Diabetes Mellitus.~~
- 8) ~~Idaho Transportation Department driving record (for the three year period immediately preceding application) containing no suspensions or revocations, no involvement in an accident for which the applicant received a citation for a moving traffic violation while operating a CMV, no involvement in an accident for which the applicant contributed to the cause of the accident, and no convictions for a disqualifying offense or more than one serious traffic violation, as defined in 49 CFR 383.5, while operating a CMV.~~
- 9) ~~Supporting documentation certifying no other disqualifying conditions including diabetes related complications.~~
- 10) ~~Supporting documentation certifying no recurrent (two or more) hypoglycemic reactions resulting in a loss of consciousness or seizure within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.~~
- 11) ~~Supporting documentation certifying no recurrent hypoglycemic reactions requiring the assistance of another person within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.~~
- 12) ~~Supporting documentation certifying no recurrent hypoglycemic reactions resulting in impaired cognitive function that occurred without warning symptoms within the past five years. A period of one year of demonstrated stability is required following the first episode of hypoglycemia.~~
- 13) ~~Supporting documentation certifying the applicant has been examined by a board certified or board eligible endocrinologist (who is knowledgeable about diabetes) who has conducted a complete medical examination. The complete medical examination must consist of a comprehensive evaluation of the applicant's medical history and current status with a report including:
 - The date insulin use began;~~

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- ~~Diabetes diagnosis and disease history;~~
 - ~~Hospitalization records;~~
 - ~~Consultation notes for diagnostic examinations;~~
 - ~~Special studies pertaining to the diabetes;~~
 - ~~Follow-up reports;~~
 - ~~Reports of any hypoglycemic insulin reactions within the last five years;~~
 - ~~Two measures of glycosylated hemoglobin, the first 90 days before the last and current measure;~~
 - ~~Insulin dosages and types, diet utilized for control and any significant factors such as smoking, alcohol use, and other medications or drugs taken; and~~
 - ~~Examinations to detect any peripheral neuropathy or circulatory insufficiency of the extremities.~~
- 14) Submits a signed statement from an examining endocrinologist indicating the following medical determinations:
- ~~The endocrinologist is familiar with the applicant's medical history for the past five years, either through actual treatment over that time or through consultation with a physician who has treated the applicant during that time;~~
 - ~~The applicant has been using insulin to control his/her diabetes from the date of the application back to the date driving experience began or the previous three years, whichever is less;~~
 - ~~The applicant has been educated in diabetes and its management, thoroughly informed of and understands the procedures which must be followed to monitor and manage his/her diabetes and what procedures should be followed if complications arise; and~~
 - ~~The applicant has the ability and has demonstrated willingness to properly monitor and manage his/her diabetes.~~
- 15) Submits a separate signed statement from an ophthalmologist or optometrist that the applicant has been examined and that the applicant does not have diabetic retinopathy and meets the vision standard at 49 CFR 391.41(b) (10), or has been issued a valid

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~~medical exemption. If the applicant has any evidence of diabetic retinopathy, he or she must be examined by an ophthalmologist and submit a separate signed statement from the ophthalmologist that he or she does not have unstable proliferative diabetic retinopathy (i.e., unstable advancing disease of blood vessels in the retina).~~

~~b. There are special conditions attached to the issuance of any exemption for ITDM. The Department will impose the following requirements:~~

~~1) Individuals with ITDM shall maintain appropriate medical supplies for glucose management while preparing for the operation of a CMV and during its operation. The supplies shall include the following:~~

- ~~▪ An acceptable glucose monitor with memory;~~
- ~~▪ Supplies needed to obtain adequate blood samples and to measure blood glucose;~~
- ~~▪ Insulin to be used as necessary; and~~
- ~~▪ An amount of rapidly absorbable glucose to be used as necessary.~~

~~c. Prior to and while driving, the individual with ITDM shall adhere to the following protocol for monitoring and maintaining appropriate blood glucose levels:~~

- ~~1) Check glucose before starting to drive and take corrective action if necessary. If glucose is less than 100 milligrams per deciliter (mg/dl), take glucose or food and recheck in 30 minutes. Do not drive if glucose is less than 100 mg/dl. Repeat the process until glucose is greater than 100 mg/dl;~~
- ~~2) While driving check glucose every two to four hours and take appropriate action to maintain it in the range of 100 to 400 mg/dl;~~
- ~~3) Have food available at all times when driving. If glucose is less than 100 mg/dl, stop driving and eat. Recheck in 30 minutes and repeat procedure until glucose is greater than 100 mg/dl; and~~
- ~~4) If glucose is greater than 400 mg/dl, stop driving until glucose returns to the 100 to 400 mg/dl range. If more than two hours after last insulin injection and eating, take additional insulin. Recheck blood glucose in 30 minutes. Do not resume driving until glucose is less than 400 mg/dl.~~

~~d. In addition to the requirements for controlling ITDM, the Department will monitor exemption recipients during the period that the exemption is valid. The Department will conduct monitoring by requiring the exemption~~

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~~recipients to submit the following information to the Idaho State Department of Education Student Transportation Section:~~

- ~~1) Provide written confirmation from the endocrinologist on a quarterly basis:~~
 - ~~• The make and model of the glucose monitoring device with memory; and~~
 - ~~• The individual's blood glucose measurements and glycosylated hemoglobin are generally in an adequate range based on daily glucose measurements taken with the glucose monitoring device and correlated with the daily records of driving time and a current measurement of glycosylated hemoglobin.~~
- ~~2) Submit on an annual basis, a comprehensive medical evaluation by an endocrinologist. The evaluation will include a general physical examination and a report of glycosylated hemoglobin concentration. The evaluation will also involve an assessment of the individual's willingness and ability to monitor and manage the diabetic condition.~~
- ~~e. Provide on an annual basis confirmation by an ophthalmologist or optometrist that there is no diabetic retinopathy and the individual meets the current vision standards at 49 CFR 391.41(b) (10). If there is any evidence of diabetic retinopathy, provide annual documentation by an ophthalmologist that the individual does not have unstable proliferative diabetic retinopathy.~~
- ~~f. Submit annual documentation by an endocrinologist of ongoing education in management of diabetes and hypoglycemia awareness.~~
- ~~g. Report all episodes of severe hypoglycemia, significant complications, or inability to manage diabetes.~~
- ~~h. Report any involvement in an accident or any other adverse event whether or not they are related to an episode of hypoglycemia.~~

~~School bus drivers applying for ITDM exemption should refer to Federal Highway Administration Diabetes Waiver Program—Appendix A.~~

3. School Bus Driver Training

- a.** All new school bus drivers shall complete a prior-approved school bus training program and pass all knowledge tests contained in the SDE school bus driver classroom curriculum. Each new driver shall also be required ten (10) hours of practical training in a school bus with a minimum of six (6) hours of actual behind the wheel training. Each new driver shall perform an emergency evacuation practical and receive a driver evaluation before being allowed to drive a school bus loaded with students. As a support to school district personnel, the SDE staff shall develop and maintain model classroom and behind-the-wheel training methods and resources.

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(Sections 33-1508, 33-1509, and 33-1511, Idaho Code)All new school bus drivers will complete a prior approved school bus driver training program, which shall include documented knowledge and skill tests, as well as 10 inclusive hours of behind-the-wheel, and/or route observation, before being allowed to drive a school bus loaded with students. As a support to school district personnel, the SDE staff shall develop and maintain model classroom and behind-the-wheel training curricula incorporating nationally recognized driver training methods and resources (IC 33-1508, 33-1509, 33-1511).

- b. All experienced school bus drivers will shall complete at least ten (10) hours refresher school bus driver training each fiscal school year. At least three (3) hours of pre-service training shall be provided before school begins in the fall. In addition, at least three (3) in-service training sessions shall be provided during the school year utilizing, at a minimum, thirty (30) minute, topic specific and documented, training blocks.
- c. School districts/contractors shall request documentation of all previous school bus driver training and driving experience, in accordance with Federal Motor Carrier Safety Administration CDL licensing requirements. Documentation of previous training, similar to SBOE training requirements, may be used to comply with new school bus driver training hours. Regardless of any previous out-of-district training, all newly hired school bus drivers shall have sufficient training provided by the hiring district or contractor, along with accompanying documentation, illustrating proficient school bus driving skills. If the district/contractor is unable to obtain documentation of previous school bus driver training, the individual shall complete the training requirements for new school bus drivers. If the applicant has gaps in excess of four years of ongoing school bus driving experience, the individual shall complete the training requirements for new school bus drivers.

4. Student Transportation Personnel File

Each district that operates or contracts student transportation services shall cause to have filed for each school bus driver, in a secure area with limited access, the following information (IC Sections 33-1506, 33-1508 and 33-1509, Idaho Code):

- a. Copy of original application to drive school bus.
- b. Copy of current original physical examination form, along with any applicable waivers.
- c. Historical training records should contain, at a minimum:
 1. aAccurate information certifying attendance and satisfactory completion of all state, or district and or company required training, and

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2. —Details about all topic specific school bus drivers training supported by a training program agenda, including the number of hours of instruction, date of instruction, instructor and drivers signature. **The following is a list of minimum training to be documented:**

e.d. Copy of SDE/Classroom Curriculum tests (11 total) with score of eighty percent (80%) or better. Plus:

1. Classroom Training;
2. Pre-Service;
3. In-Service; and
4. Behind-the-Wheel Training.

e.e. Copy of current commercial driver's license.

e.f. Copy of annual driving record check in compliance with CDL licensing requirements. The district shall request each fiscal year a driving record check report from the Idaho (or neighboring state or both states, as applicable) State Transportation Department, Motor Vehicles Division, for those individuals who are going to drive a school bus during the current fiscal school year. **District/Contractor shall request a copy of a driver records check between July 1st and the first day of regular school (Section 33-701, Idaho Code).**

f.g. Copy of all annual driver and route evaluations. New drivers shall have a driver evaluation before being allowed to drive a school bus loaded with students.

g.h. Copies of a driver emergency evacuation drills shall be maintained for a period of three (3) years.

5. Student Transportation Maintenance and Service Personnel

- a. Each district that operates or contracts student transportation services shall perform maintenance functions on a timely basis consistent with safe transportation and work environments (**Section 33-1506, Idaho Code**).
- b. The SDE Student Transportation staff shall develop and maintain student transportation staffing guidelines designed to promote efficiency and cost containment. These guidelines shall be for informational purposes. School districts shall not be financially penalized when falling outside SDE staffing guidelines.

H. Vehicle Operation

All school districts and school bus drivers must meet all operations and performance requirements in conformity with law and with rules and regulations of the Department of Law Enforcement and the SBOE (**Section 33-1508, Idaho Code**). The **B**oard of **T**rustees or its designee shall be responsible for delineating in writing vehicle operations and the duties of bus drivers, which shall, at a minimum, include:

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1. The driver shall ensure the safe condition of the school bus by conducting an initial and thorough daily pre-trip/post trip/child check school bus inspection. The district/contractor shall provide drivers with a pre-trip inspection form. The SDE staff shall develop and maintain a model pre-trip/post trip inspection form using nationally recognized criteria for the school bus pre-trip inspection. Each subsequent trip shall require an additional pre-trip school bus inspection, which at a minimum shall ensure that all safety equipment is in working order, i.e., brakes, tires, all lighting systems, steering and horn.- During post trip inspections, importance should be placed upon locating any sleeping students, articles left on the bus (Idaho CDL Manual, Section 10.2.6), and all defects which shall be reported by the school bus driver.
2. A school bus shall be backed only as a last resort. Buses shall not back to turn around on a public roadway, unless the local board finds there is no alternative to backing buses on certain roads. The local board then, by official action, may allow backing of school buses on certain public roadways (IC Section 33-1502, Idaho Code).
3. No passenger shall be permitted to operate the school bus.
4. The school bus driver shall not allow guns or inflammable or explosive substances such as gasoline to be carried on a school bus. School districts shall develop policy identifying other perceived unsafe items prohibited from being transported in the passenger compartment of a school bus, such as skis, skateboards, large instruments, etc. Students are to only carry objects on-to the bus that can fit safely within the seat compartment, preferably on the student's lap. The student shall not carry hazardous materials, objects, or potentially disruptive animals (with the exception to IEP and 504 Plan service animals) on the bus.
5. School bus drivers shall properly wear a seat belt whenever the bus is in motion.
6. School bus doors shall remain closed while the bus is in motion. No school bus shall start in motion before all passengers have been seated. The driver shall require each passenger on the bus to be seated in a manufacturer's school bus passenger seat. No student shall be allowed to stand while the bus is in motion.
7. School districts shall establish school bus stops in safe locations with at least one-hundred (100) yards clear visibility in both directions, whenever possible, and at least forty (40) feet from intersections, whenever possible. (No motor vehicle shall block an intersection (Section 49-660, Idaho Code). No bus stop shall be established less than one and one-half (1½) miles from the nearest appropriate school except when, in the judgment of the Board of Trustees, the age or health or safety of the student warrants (IC Sections 33-1501 and 33-1502, Idaho Code)].
8. All school buses shall stop to load/unload passengers at designated bus stops in accordance with the law (IC Section 49-915 and 49-1422, Idaho Code). The

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SDE staff shall maintain model student loading/unloading training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures). The student shall not leave or board the bus at locations other than the assigned home stop or assigned school unless arrangements for doing so have been approved by appropriate authority. Appropriate authority and the approval process shall be defined in local district policy.

9. School bus drivers shall load and unload from the right side of the roadway. School bus drivers shall not allow students to cross roadways having more than three (3) lanes for purposes of loading or unloading and shall only load or unload students who live on the right side of such a roadway, except at locations having easily accessible traffic control signals (IC-Section 49-1422, Idaho Code).
10. When it is necessary for the student to cross the roadway, the driver shall require the student to cross twelve (12) feet in front of the bus in accordance with state loading/unloading training curriculum. SDE endorses the joined fingers, open palm, single arm wave and eye contact with the driver for student crossing. Long steady blast of the horn is to be used as a danger signal.
11. School bus drivers shall report the license number of any vehicle, which violates any law endangering school children to his/her immediate supervisor (IC-Section 33-1509, Idaho Code).
12. Student transportation operations shall be included in the district's crises planning and related training shall be provided to school bus drivers related to district crises plans. School bus drivers shall remain vigilant and report suspicious behavior or conditions which could become harmful to students or be indicative of impending acts of terror. School bus drivers shall be provided training in homeland security awareness.
13. A driver on a school bus route shall not leave an occupied bus. In case of a breakdown the driver shall request assistance via two-way communication whenever possible. Otherwise, the driver should ask a passing motorist to make contact with the district, send a school bus aide or at least two (2) responsible students to make contact with the district, or wait for help.
14. Whenever it is necessary for the school bus driver to leave an unoccupied bus or leave the driver's seat of an occupied bus, he/she should shut off the motor, curb the wheels where appropriate, set the brakes and remove the ignition key.
15. The school bus driver shall give consideration to engine idling during extended wait times. Consideration should be given to varying climate conditions. All buses equipped with an auxiliary heater shall not be allowed to idle for more than three to — five consecutive minutes. (Exceptions: pre-trips, passenger stops.) Heater shall be used to provide pre-heated water in the cooling system for starting cold engines as well as providing heat to the passenger compartment during cold weather without running the engine. Reduced idling will reduce student transportation costs and improve air quality. Allowing engines to idle for

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- | more than three (3) minutes may cause districts (including contracted districts) to lose funding for purchasing fuel.
- | 16. All school and activity buses shall stop at all railroad grade crossings in accordance with the law (IC Sections 33-1508, 49-648 and 49-649, Idaho Code). The SDE staff shall develop and maintain railroad grade crossing training curriculum, the basis of which shall be in conformity with nationally recognized procedures (National School Transportation Specifications & Procedures).
- | 17. School districts shall limit on-duty and driving time of school bus drivers similar to the limitations imposed by the Federal Motor Carrier Safety Administration regulations for drivers of similar commercial motor vehicles. Drivers shall use FMCSA over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all out-of-district trips in excess of one-hundred (100) miles (FMCSA Regulations, Hours of Service of Drivers).
- | 18. At no time shall a driver exceed sixty-five (65) miles per hour or a lesser posted speed limit.

I. Student Management

1. Student transportation is another component in the school district's overall education program. An effective student transportation management program must have the support of the school district administration, school bus drivers, students, and parents. Each school district should institute a comprehensive student-management program that is designed to share the responsibility for student safety and well-being, as well as protecting the interests of all others involved in the program.
2. Every school district which operates a student transportation system shall have a written policy which sets forth the student's right to "due process" when disciplinary action is taken and defines the duties and responsibilities of students when taking advantage of student transportation. The school district's student transportation student management policy, including the duties and responsibilities of students, teachers and drivers shall be in concert with the district's written classroom policies (IC Section 33-512, Idaho Code).
3. School bus drivers shall establish proper rapport with students. Drivers should instruct students in appropriate behavior in accordance with the district's student management policy. Drivers should be aware that they represent the school system and present a positive image in dress, language, and manner.
4. The SDE staff shall develop and maintain model student management guidelines, suggested rules and regulations in its school bus driver training curriculum.

J. Student Eligibility

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1. Eligible Students

- a. Student eligibility for state funded student transportation services is defined in ~~IC~~Sections 33-1501, 33-1502, and 33-5208, Idaho Code.
- b. A student with disabilities who's Individualized Education Plan (IEP) requires transportation is eligible for transportation as a related service (IDEA) under the Student Transportation Support Program regardless of distance from the school.
- c. It is the aim of the SDE staff, in keeping with the "inclusion" concept, to arrange transportation for the student with disabilities as closely as possible to that of the student without disabilities. Whenever possible, students with disabilities will ride with students without disabilities on regular routes.
- d. Students who attend school at an alternate location as assigned by the local board of trustees may be expected to walk reasonable distances between schools (~~IC~~Section 33-1501, Idaho Code). Transporting or shuttling students between schools or buildings in conjunction with non-reimbursable programs is a non-reimbursable expense and all such mileage shall be documented and tracked as non-reimbursable shuttle miles.

2. Ineligible Students

- a. An ineligible student shall be defined as any properly enrolled public school student who does not otherwise meet ridership eligibility by virtue of school or district boundary, distance, age, health, or safety.
- b. If a school district allows ineligible but properly enrolled public school students on a bus and their presence does not create an appreciable increase in the cost of the bus run, as determined by the SDE staff (in computing to and from school state allocations), the district shall not be penalized.
- c. Ineligible students may ride existing bus runs, and to and from an existing bus stop, on a "space available" basis provided that neither time, mileage, or other appreciable cost is added as a result of this service. Ineligible students shall be reported as such on the bus ridership count report and are not eligible for additional rider count funding.
- d. Properly enrolled students living in district of residence but attending school in a non-resident district, under the provisions of ~~IC~~Section 33-1402, Idaho Code, ~~(e)~~Enrollment options, may be transported; however, all related "yellow school bus" mileage shall be reported as non-reimbursable. Exceptions shall be permitted when transporting student(s) to out-of-district school demonstrates cost effectiveness, as determined by the SDE staff, in which case the related mileage shall be reported as reimbursable. Other exceptions include but are not limited to, mileage related to provisions of the McKinney-Vento Homeless Assistance Act ~~and the "No Child Left~~

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~~Behind Act (NCLB)" in concert with Idaho's Academic Yearly Progress Plan (when school districts opt to provide transportation services to a neighboring school district).~~ In any event, cooperative written agreements, as detailed in [IC Section 33-1402, Idaho Code](#), shall be required.

3. Non-Public (Private or Parochial) School Students

The cost of transporting non-public school students must be deducted when submitting the transportation reimbursement claim. Each school district must recover the full cost of transporting non-public school students, and in no event may that cost be determined to be zero ([IC Section 33-1501, Idaho Code](#)).

4. Non-Student Rider

A non-student rider shall be defined as any transported person who is not properly enrolled in a pre-K through twelve school program. Each school district must recover the full cost of transporting non-students, except that dependent children of young mothers who are properly enrolled in a public school program, SDE student transportation staff, district supervisory personnel and/or administrators and aides may ride on to and from school bus routes. Other persons and teachers who have officially been appointed as chaperones may be allowed on a school bus for field and extracurricular trips. If the local district policy allows, exceptions may be made for passengers other than properly enrolled school students to ride the bus when special circumstances exist and space is available. An appropriate authority must give prior permission before non-students may ride. No eligible transported student is to be displaced or required to stand in order to make room for an ineligible, nonpublic, or non-student rider.

K. Student Transportation Support Program – Financial Reporting

1. Each school district operates motor vehicles of many sizes and types, such as school buses, small and large trucks, cars for administration and driver education, pickups, delivery vans, and other miscellaneous small motor vehicles. All school district vehicle operating costs must be charged to the appropriate individual account or accounts according to their use. Costs for transporting eligible students to and from school or related activities shall be accounted for separately in accordance with SBOE approved procedures ([IC Section 33-1006, Idaho Code, and IDAPA 08.02.02.004.150-190](#)).
2. [Section 33-1506, Idaho Code, requires the filing of inspections to the SDE of all school buses as defined in Section 33-1504 and 49-120 \(5\), Idaho Code. School buses shall not be removed from inventory to comply with Section 33-1506, Idaho Code, unless the bus is being decommissioned in accordance with Section 49-1422, Idaho Code.](#)
- 2.3. Accurate mileage records shall be kept for reimbursable and non-reimbursable programs so eligible and non-eligible miles can be accurately determined. No indirect costs are allowed. Financial supporting documents shall

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be maintained throughout the fiscal year for each program category for audit purposes.

3.4. Annual odometer readings (end of day, June 30, or start of day, July 1) on all district owned or contracted “yellow school buses” used to transport students to and from school or related activities shall be annually submitted to the SDE staff upon request. No “yellow school bus” used to transport public school students shall be excluded.

4.5. School districts shall annually report all miles linked to a “yellow school bus” as reimbursable or non-reimbursable on Schedule C of the Student Transportation Reimbursement Claim Form.

5.6. Revenues generated from the use or lease of a district owned “yellow school bus” shall be reported as follows:

- a. When the revenues correlate to reported “reimbursable” miles and their related costs, the revenue shall be reported on the student transportation reimbursement claim form under revenues received.
- b. When the revenues correlate to reported “non-reimbursable” miles and their related costs, the revenue shall not be reported.

6.7. Each school district ~~that operates~~operating a student transportation system will maintain accurate records of operations including runs, run mileage, categorized bus mileage, student rider counts and other related costs on uniform record-keeping forms provided by the SDE staff.

7.8. The SDE Student Transportation staff shall conduct on-site spot inspections of school district student transportation operations at a frequency adequate to ensure compliance with state law, accuracy of data and reimbursement claims, and safety of school buses. Priority for selecting districts for review and audit shall be given to those districts that exceed both the most recent annual state average reimbursable cost per mile and the state average reimbursable cost per rider as calculated by the Department, unless the Supervisor of Student Transportation determines otherwise (~~IC~~Section 33-1511, Idaho Code). Adequate frequency shall be defined as, at least once every two (2) years.

8.9. The SDE Student Transportation staff shall, subsequent to on-site review and spot inspection, provide school district with a list of required corrective actions, as necessary. School districts shall submit to the ~~Department~~SDE written corrective action plans at prescribed intervals until deficiencies are corrected or the corrective action no longer applies (subject to the provisions of ~~IC~~Section 33-1511, Idaho Code).

9.10. The ~~Department~~SDE shall annually review school district student transportation claims and make available analyses of reported and adjusted costs, including specific cost trends, to individual school districts and charter schools in a secure website location or published document.

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10-11. Information will be made available to the SDE staff for audit purposes upon request. Information will be compiled and retained for a minimum of four (4) years, including the current fiscal year, ~~in the following areas~~ (~~IC~~ Section 33-1006, Idaho Code).

14-12. Districts will be notified of the outcome of the review. The notification document will include an appeals due date by which, if the district does not agree with the findings of the review, a written appeal may be filed by the district. The appeal shall include (additional) documentation the district wants SDE to consider as part of the appeals review. Upon further review of the appeals documentation, SDE may make adjustments to the review findings.

L. Administrative and Program Operation Costs

1. The school district administrative reimbursement will be seven and one-half percent (7.5%) of all approved reimbursable operation costs for transporting ~~pupil~~students except administration costs, depreciation, and contracted services, as reported to the SDE staff on the Annual PupilStudent Transportation Claim for Reimbursement (Schedule B); or actual administrative costs, program operation costs, operation of plant, maintenance of plant, fixed costs, and other ~~pupil~~student transportation costs identified in ~~IC~~ Section 33-1006, Idaho Code, which are directly related, charged and reported as transportation costs to the SDE staff on the Annual Student Transportation Claim for Reimbursement (Schedule A).
2. Districts will be permitted flexibility in scheduling bus routes; however, before-school and after-school activity or other program busing that result in duplicating transportation service to a geographic area is not reimbursable, except that the Idaho Reading Indicator (IRI) shall be reimbursable under the PupilStudent Transportation Support Program. ~~Transportation costs for other before school and after school academic programs may be reimbursable and will be considered on a case-by-case basis when specific written requests for consideration are submitted to the SDE staff on or before March 31 of the school year in which the busing began.~~
3. All academic ~~and activity~~ summer programs will be non-reimbursable under the Student Transportation Support Program, except transportation costs for Migrant Summer School, the Idaho Reading Indicator (IRI), and Extended Reading Intervention~~School Year (ESY)~~ Special Needs programs will be reimbursable.
4. The SDE staff shall develop support staffing (supervisor, driver trainer, secretary/dispatcher, etc.) and school bus inventory guidelines for school district student transportation operations.
5. The district will maintain accurate records of all bus routes and runs, including rider counts, mileage and other related operation and vehicle maintenance costs (~~IC~~ Section 33-1006, Idaho Code). A “route” is defined as anything one bus does during the morning (a.m. route), midday (noon route), or afternoon (p.m. route)

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and may be comprised of one or more morning, midday, or afternoon to – from school “run(s).” ~~The Department~~SDE staff shall require school districts to submit tri-annually a data specific “route report” including but not limited to, number of riders. Additionally, for purposes of equity and accuracy, school districts shall take ridership counts on specific dates and frequency ~~(minimum of ten (10) counts per school year)~~ annually set by ~~the Department~~SDE staff, which shall be reported and submitted in a format approved by ~~the Department~~SDE staff.

6. If the local board of trustees authorizes the use of school buses to transport students to and from school-sponsored activities or field trips, the local board will use school buses that are in safe mechanical condition. No school bus shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported. School bus emergency egress systems shall remain operable and the bus aisle shall remain clear of obstruction while students are being transported (~~IC~~ Section 33-1506, Idaho Code).
7. If the local board of trustees authorizes the use of non-conforming vehicles to transport students to and from school-sponsored activities or field trips, the local board will use vehicles that are in safe mechanical condition. No non-conforming vehicle shall be operated, loaded, or equipped in such a way as to constitute a hazard to the safety of the students being transported.
8. The district shall maintain accurate records of all trips in all school buses and non-conforming vehicles used in the transportation of students and transportation personnel, including the purposes of the trip, mileage and operation and vehicle maintenance costs. An annual odometer reading will be taken at the end of each fiscal school year (June 30) on all district owned vehicles used in the transportation of students. The district shall reconcile annual mileage reports with all recorded reimbursable and non-reimbursable program miles. School districts that contract for student transportation services shall report all reimbursable and non-reimbursable program miles. The district shall maintain accurate mileage records of all trips in all district owned non-conforming vehicles used for shuttling school bus drivers to and from their school buses for purposes of efficiency and cost containment. The district shall maintain accurate mileage records of all trips in all district-owned shop trucks and supervisor/trainer cars used in support of yellow school buses to repair school buses, deliver parts, and check road/route/bus stop conditions. Support mileage will be tracked separately and reimbursed at the State Board of Examiners rate established at the beginning of each school year. Mileage for transportation personnel home-to-work-to-home that is not cost effective in lieu of using a bus for home-to-work-to-home; or mileage in vans or other nonconforming vehicles used to transport students is non-reimbursable.

Field trips will be reimbursable when miles traveled by "yellow school buses" are approved school activities that are an integral part of the total education program, are class-curriculum driven and grade affected, occur during the regular school week and school year and extend not more than one hundred (100) miles beyond the boundaries of the state. (See SDE Field Trip Flow Chart and SISBO (Standards for Operational Procedures Manual for examples. Ref. <http://sde.idaho.gov/academic/standards/index.html>)

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Mileage related to visits to colleges and universities is considered reimbursable field trip mileage. Mileage needs to be tracked as such.

Field trips that are for non-graded student performance, social, recreational, competition, or reward purposes or incorporate overnight lodging or occur outside the regularly-scheduled (4 or 5 day) school week are not reimbursable, except that a local, non-competitive performance event held within the school district (e.g., musical performance) shall be reimbursable.

The costs of transporting athletes or students to and from extracurricular activities are not reimbursable.

The costs of transporting athletes or students to and from extracurricular activities and field trips are not reimbursable.

As only miles for which costs may be reimbursed shall be those directly associated with transporting students for the purposes of regular school attendance during regular days and hours, any costs associated with the operation of non-conforming vehicles shall be removed from the total costs. Costs shall be removed by pro-rating the percentage of total student transportation miles not on SDE inventoried vehicles to the total student transportation fleet miles.

8. Shuttle trip mileage between schools for educational programs are reimbursable miles, but shuttle trips between schools for extracurricular activities or at student request are not reimbursable. Activity buses that take students and/ or athletes home after regular school hours are non-reimbursable miles. Shuttle trip mileage is reimbursable only if directly associated with transporting students for the purposes of regular school attendance during regular days and hours. Shuttle trip mileage is limited to miles between any district owned or exclusively leased facility for regularly reoccurring days of that individual class, which transportation is for regular school attendance during regular days and hours.
9. Maintenance mileage is reimbursable if tracked and identified as such on the claim form. Examples of maintenance mileage are taking buses to and from repair facilities and test drives of buses after repairs.
10. Training mileage is reimbursable if tracked and identified on the claim form. Training mileage pertains to mileage incurred for new and existing drivers' behind the-wheel and in-service training.

M. Safety Busing

All school districts submitting applications for safety busing reimbursement approval shall have established a board policy for evaluating and rating all safety busing requests and shall have on file a completed measuring or rating instrument for all submitted requests (which shall include a break off point and ad hoc committee). The SDE staff shall develop and maintain a measuring instrument model, which shall

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include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (~~IC~~ Section 33-1502, Idaho Code), approve all safety busing locations. School districts ~~that receiveing~~ state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three (3) years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement, the local school board will, by official action, approve the initial safety busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement will be contingent on the application for safety busing being received by the SDE Student Transportation staff on or before March 31st, of the school year in which the safety busing began.

N. Contract For Transportation Services

1. School districts and charter schools that contract for services shall follow ~~IC~~ Section 33-1510, Idaho Code, and its requirements to obtain services.
2. School districts that contract shall require contractors to accurately track all mileage related to student transportation and said mileage shall not be considered to be proprietary. However, mechanisms and methodologies used in calculating actual costs for purposes of bidding (using district non-proprietary route mileages and route data) may be proprietary (~~IC~~ Section 9-340D340d, Idaho Code).
3. School districts that contract for the provision of student transportation services must report actual contractual costs to SDE for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule C). In addition, school districts that contract for the provision of student transportation services may also report the costs of employing not more than one transportation contract manager for the administration of multiple transportation contracts for reimbursement on the annual Student Transportation Reimbursement Claim form (Schedule A). Notwithstanding, the total reimbursement to school districts that contract for the provision of student transportation services shall not exceed the limits provided under Idaho law (~~IC~~ Section 33-1006(5), Idaho Code).
4. School districts that contract student transportation services and also operate a district-owned student transportation program may submit specific costs related to district salaries benefits, purchased services, supplies, etc. (Schedule A or Schedule B) when the costs can be reconciled to district-owned and operated school buses.
5. Accurate mileage and contract costs (reimbursable and non-reimbursable) must be reported and submitted annually. School districts that contract shall require contractors to accurately track all mileage related to student transportation.
6. Contracting school districts shall be responsible for determining and reporting reimbursable and non-reimbursable trip mileage and shall be able to reconcile all mileage to contractor invoices.

O. Leasing District-Owned Buses

School districts will develop and use a policy approved by the local board of trustees delineating responsibility and use of rental or leased buses. Any costs to the district will not be reimbursable under the Transportation Support Program. A school district that allows a school bus to be operated by a non-district employee as part of a lease or rental agreement might not be insured under the terms of its insurance policy. Therefore, districts will maintain adequate liability insurance coverage on rented or leased buses and shall notify its insurance carrier when renting or leasing a school bus and shall request written confirmation of continued insurance coverage during the particular circumstances of the rental or lease arrangement. Districts will maintain accurate records on all district-owned leased buses, including mileage, to whom leased and revenues received ([IC Section 33-1512, Idaho Code](#)).

P. Ineligible Vehicles

Costs incurred when transporting students in any vehicle that does not meet all SBOE, state and federal standards for a school bus will not be reimbursable within the Transportation Support Program, except as permitted in [IC Section 33-1006, Idaho Code](#).

Q. Liability Insurance

1. Every policy or contract of insurance or comprehensive liability plan for each contractor-owned school bus shall provide that the insurance carrier pay on behalf of the insured local school district to a limit of not less than \$500,000 per person limited to \$3,000,000 for bodily or personal injury, death, or property damage or loss as the result of any one occurrence or accident, regardless of the number of persons injured or the number of claimants ([IC Section 33-1507, Idaho Code](#)).
2. Every policy or contract of insurance or comprehensive liability plan for each district-owned school bus will provide that the insurance carrier pay on behalf of the insured local school district to a limit of not less than \$500,000 for bodily or personal injury, death, or property damage or loss as the result of any one occurrence or accident, regardless of the number of persons injured or the number of claimants ([IC Sections 6-924 and 33-1507, Idaho Code](#)).

R. Non-Traditional Educational Programs

Costs of transporting students for purposes of accessing alternate, special or unique educational programs outside normal school hours or outside the normal school year are not reimbursable. However, districts will not be financially penalized for incorporating the transportation of ineligible student riders into a reimbursable educational run when there is no subsequent appreciable increase in the allocation of transportation resources.

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S. Capital Investment

Purchase of school buses with approved reimbursable options and two-way voice communication radios installed in a new bus will be the only capital investment items allowed in the reimbursement program. Reasonable cellular telephone basic service contract costs and reasonable repeater service contract costs are reimbursable. No more than two (2) basic cellular telephone service contracts will be allowed per school district. Reimbursement for basic cellular telephone service contract costs in excess of two (2) must have prior approval. Mobile cellular telephone, additional cellular airtime, roaming and long distance charges are non-reimbursable costs. The cost of a cellular telephone may be reimbursable when the cost is in-lieu of a hard-wired two-way voice radio.

T. Depreciation

1. ~~The purchase date for purposes of depreciation is determined to be July 1 of the state fiscal year in which the bus is delivered.~~ Buses will be placed on a depreciation schedule after they have been inspected by SDE staff, delivered to the district, mileage reported from the district to SDE and entered into IBUS. When a bus is sold or traded prior to its life expectancy according to the district's SDE generated depreciation schedule, the district shall forfeit an amount equal to total depreciation received, minus depreciation calculated at straight-line method, plus fifty 50-percent (50%) of the projected depreciation amount for the year in which the bus is sold or traded. Emergency circumstances resulting of property loss (school bus) or documented high maintenance costs ("lemon bus") may exempt a school district from this penalty (~~IC~~Section 33-1006, Idaho Code).
2. Before any newly acquired school bus is used for transporting pupil~~students~~, it shall be inspected by a duly authorized representative of the SDE (~~IC~~Section 33-1506, Idaho Code).
3. Depreciation Ineligibility

Any used school bus purchased by a district will not be eligible for depreciation if the bus is over five (5) years old, using the body manufacturers and state inspection fiscal year dates. Used school buses new to the state no older than five (5) years will be placed on the district's depreciation schedule, using an accelerated declining balance method of calculating depreciation, which shall include a percentage rate equal to one, divided by the remaining years life expectancy of the bus {[according to a life expectancy of ten (10) years]}, multiplied by two (2). Used bus depreciation maximums will be based on used bus values in the most current Yellow School Bus Book, and subject to review by the Student Transportation Steering Committee.

4. Depreciation Standards

In order to be eligible for depreciation and operation costs a school bus must meet all federal and Idaho minimum construction standards and SBOE. Further, the bus shall be assigned and used daily on to and/from school routes, except

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those new buses purchased for spare, activity and field trip purposes may be placed on the district's depreciation schedule if they are also used on to-/from school routes.

5. Retrofit Standards

- a. Any vehicle that has been retrofitted to be used as a school bus will meet current Idaho minimum construction standards.
- b. Any school bus that undergoes a partial retrofit will meet current Idaho minimum construction standards applicable to the retrofitted part(s).

6. Size Categories

All school buses will be categorized by size-actual capacity as follows:

- a. 85 or more students and up,
- b. 73 - 84 students,
- c. 59 - 72 students,
- d. 47 - 58 students,
- e. 35 - 46 students,
- f. 20 - 34 students, and
- g. 01 - one to 19 students.

6.7. Basic Bus

The SDE Student Transportation staff shall write bid specifications for the purpose of defining Idaho's basic school bus(es) and shall advertise for an indefinite contract, indefinite quantity bid. The bid award shall be used to establish a "depreciation reimbursement benchmark" for statewide district school bus purchases for specific size categories. For purposes of depreciation reimbursement, add-on bus component costs may be allowed specific to school district needs that are in accord with IC Section 33-1006, Idaho Code (IC Sections 33-601, 67-2803, and 67-2806, Idaho Code).

7.8. Life Expectancy

For depreciation purposes, all school buses will be categorized according to size and depreciated according to a twelve (12)-year life expectancy or a life expectancy based on use and mileage (as defined by the student transportation steering committee and approved by the SDE Student Transportation staff), whichever is most advantageous to the school district (see SDE "Depreciation Calculator"). Activity and lift-equipped buses will be categorized for purchase and depreciation purposes as if they had full seating capacity. The cost of activity bus options (e.g., air conditioning, partially recliningathletic passenger seats, interior overhead storage compartments, etc.) will not be included when calculating depreciation.

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8.9. Twelve~~12~~ Year Depreciation

The school bus depreciation schedule within the allowable costs of the Pupil~~Student~~ Transportation Support Program, for school buses with life expectancy of twelve~~(12)~~ years will be determined by using an accelerated declining balance method of calculating depreciation ~~{declining balance schedule to include a percentage rate of 16.67 percent per year for useful life expectancy of twelve~~(12)~~ years}~~ ~~(IC~~ Section 33-1006, Idaho Code)~~.)~~

9.10. Use and Mileage Depreciation

The school bus use and mileage depreciation schedule within the allowable costs of the Pupil~~Student~~ Transportation Support Program will be determined by using an accelerated declining balance method of calculating depreciation (use and mileage declining balance schedule to include a variable percentage rate triggered by use and mileage categories as defined by the SDE Student Transportation staff). (See SDE “Depreciation Calculator.”)

10.11. Purchase Price

a. The purchase price of each bus will include the total chassis, body, special equipment, freight costs, pre-delivery inspection fees and any other costs directly related to acquiring the bus within the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code. Costs of non-reimbursable options will be subtracted for purposes of calculating the district's reimbursable bus depreciation, as necessary ~~(IC Sections 33-1006 and 33-1506, Idaho Code)~~.

a.b. Purchasers shall follow best practices for bidding school buses as outlined by SDE and published on the SDE website.

c. Any or all bid quotations may be rejected by the school district; however, all bid prices will be evaluated and adjusted as necessary by the SDE Student Transportation staff ~~with recommendations for depreciation adjustment from the Student Transportation Steering Committee.~~ The lowest responsive and responsible bid will be used in calculating the district's depreciation reimbursement. Verifiable differences in school bus construction quality may be justification for bid rejection ~~(Section 33-601, Idaho Code)~~.

~~School districts may purchase from a contract issued by the SDE secondary to awarding an indefinite contract/quantity or through a contract that has been competitively bid by the state of Idaho, one of its subdivisions, or an agency of the federal government (IC 67-2803 and 67-2806).~~

d. If a school district chooses to purchase from a contract previously bid by the state of Idaho, one of its subdivisions, or an agency of the federal government as outlined above, the original bid solicitation advertisement shall include the public agency clause:

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"Public Agency means any city or political subdivision of this state, including but not limited to counties; school districts; highway districts; port authorities; instrumentalities of counties; cities or any political subdivision created under the laws of the State of Idaho."

Terms, conditions, and contract prices shall be extended to State of Idaho agencies, departments, divisions, bureaus, universities, institutions, and so forth as per the specifications of the contract. Contract prices, terms, and conditions may be extended to other public agencies as defined in § 67-2327 of the Idaho Code. The original bid advertisement shall call for an amount of indefinite buses.

- f. If a school district chooses to purchase from a contract previously bid the state of Idaho, one of its subdivisions, or an agency of the federal government as outlined above, the procurement of the property shall fall under § 67-2803, Idaho Code which reads:

1. The acquisition of personal property when the procurement duplicates the price and substance of a contract for like goods or services that has been competitively bid by the state of Idaho, one (1) of its political subdivisions, or an agency of the federal government;

Duplication of the price and substance of a contract for like goods or services shall mean the purchase of an identical bus for an identical price, with no exceptions to the features of the property and the price of the property.

Modifications made to the features and /or the price of the property will void the contract previously bid by state or its political subdivisions. The date of the subsequent purchase shall not exceed 365 days from the date of the original purchase.

41.12. School Bus Delivery Costs

- a. The SDE Student Transportation staff may consider (subject to the constraints of Idaho's basic bus specifications, indefinite contract/quantity bid award and Idaho Code) **FOB Freight on Board (FOB)** district bus delivery costs reflected in school district bid specifications and subsequent vendor invoice to be considered part of the bus purchase price for purposes of depreciation reimbursement.
- b. Districts will not report any new school bus delivery mileage on the **PupilStudent** Transportation Reimbursement Claim form. Districts will record the initial mileage on all new school buses delivered to the district and will track and record all subsequent mileage for purposes of reimbursement.

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12.13. Non-reimbursable Costs

No finance charges, leases, rent, or interest will be included in the purchase price. These are not reimbursable costs on the depreciation schedule. A school district that leases a school bus on a short-term emergency basis must receive prior approval, for purposes of reimbursement.

13.14. Inoperable Bus

Any school bus that is wrecked, sold, inoperable, or for any other reason does not or cannot meet all federal, state and SBOE construction and operational standards will be removed from the depreciation schedule. Revenues received subsequent to an insurance claim, associated with any district owned vehicle that receives state pupilstudent transportation reimbursement consideration, shall be reported on the pupilstudent transportation reimbursement claim form under revenues/reimbursements received or as a credit to the district's parts and supplies budget account.

14.15. Bus Trade-In

Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.

3. Program Support

- a) ~~The State Department of Education shall develop a "best practice" model and cost containment guidelines for school district pupil transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.~~
- b) ~~The State Department of Education shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.~~

U. Depreciation Account

1. All school bus depreciation money received by school districts from the state shall be placed into a separate account and used only for the purchase of school buses. Any revenue received by the school district subsequent to the sale of any used school bus will be placed into a separate account and used only for the purchase of school buses. Trade-in values reflected in district bid specifications and subsequent invoicing will not be subtracted from the purchase price of the new bus for purposes of depreciation reimbursement.
2. School districts shifting from district-owned to contracted transportation programs may use the funds previously placed into the bus depreciation account for any expenses pertaining to running a contracted transportation program.

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V. Program Support

1. The SDE staff shall develop a “best practice” model and cost containment guidelines for school district pupilstudent transportation operations, which shall include school bus lifecycle costing and school bus replacement models based on mileage, age and use criteria.
2. Purchasers shall follow best practices for bidding procedures as outlined by SDE and published on the SDE website.
 1. ~~The SDE staff shall develop guidelines for use in advertising for transportation bids, reviewing transportation bids and awarding transportation bids.~~

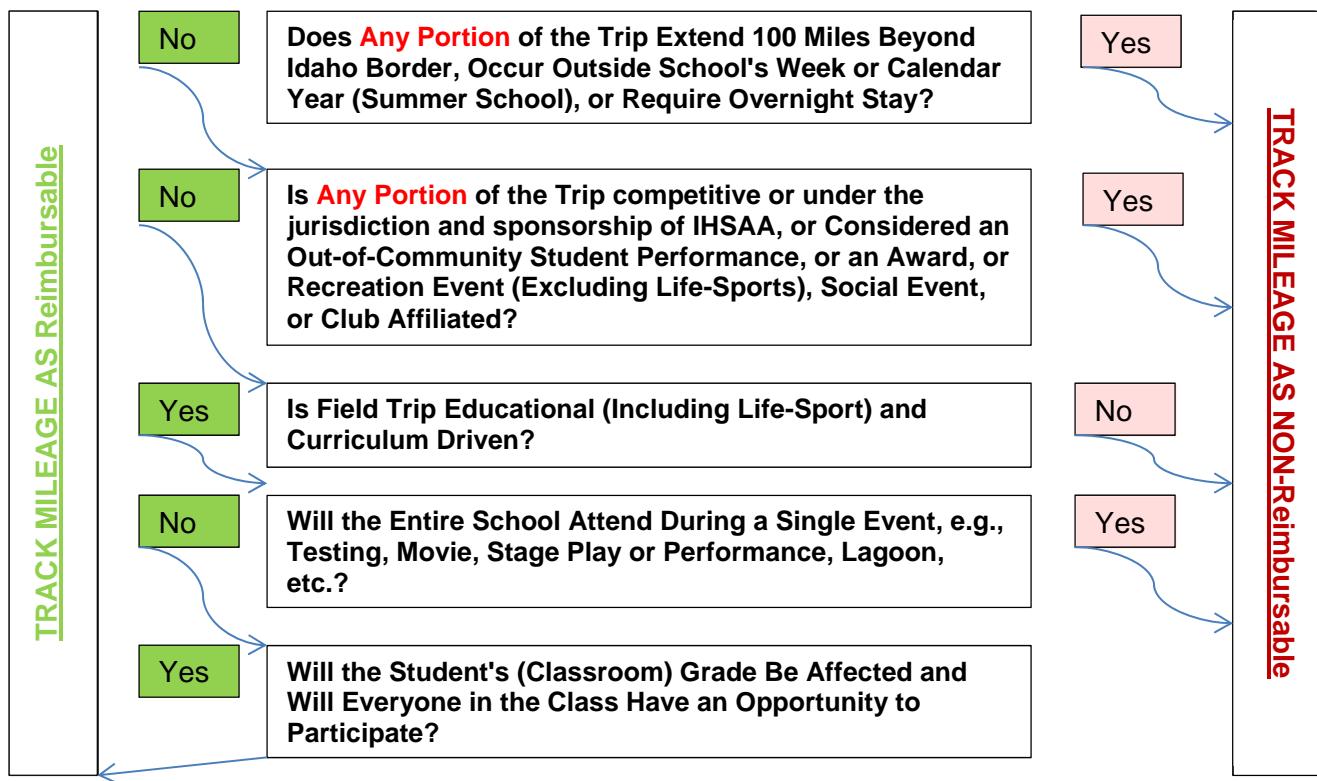
W. Reimbursement/Non-Reimbursement Matrix

The SDE will, as a matter of policy, periodically publish and distribute a reimbursement matrix.

X. Appeals and Waivers

1. The SBOE may grant a waiver of any rule not required by state or federal law to any school district upon written request, as provided in IDAPA 08.02.01.001. Written requests for such a waiver shall be submitted to the SDE Student Transportation staff using the waiver request form. The SDE staff shall submit the waiver request to the SBOE, along with any appropriate recommendation(s). All waiver requests must include supporting rationale and detailed justification for the request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations.
2. A school district may appeal the application of the one hundred three percent (103% percent) limit on reimbursable costs to the SBOE, as provided in IC Section 33-1006(5), Idaho Code. Appeals must be submitted to the SDE Student Transportation staff using the appeal application form. The SDE shall submit the appeal to the SBOE, along with any appropriate recommendation(s). All appeals must include supporting documents demonstrating qualifying hardship bus runs (IC Section 33-1006, Idaho Code).

Appendix A SDE Field Trip Flow Chart



All allowable costs (salaries, benefits, fuel, etc.) associated with all field trips and activity trips (reimbursable or non-reimbursable) taken on "yellow school buses" should be reported on the Student Transportation Reimbursement Claim Form. Cost associated with lodging and meals for drivers while on field trips are non-allowable costs and should be posted to a non-reimbursable account or sub-account (e.g., 100-682410-000 or 100-681410-001) and should NOT be reported on the Student Transportation Reimbursement Claim Form.

Revenues received from non-reimbursable field trips and/or leases should be posted to a plant facility fund for the replacement of school buses. Revenues received from reimbursable field trips should be reported on the Student Transportation Reimbursement Form under "Other Revenues Received."

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SUBJECT

Proposed Rule, Docket No. 08-0203-1703, Rules Governing Thoroughness, Incorporation by Reference

REFERENCE

April 2008	Board approved the temporary and proposed rule change to IDAPA 08.02.03.004., Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.
August 2008	Board approved pending rule Docket 08-0203-0802, incorporating by reference the Idaho Extended Content Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2002, Idaho Code
IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Proposed Rule Docket No. 08-0203-1703 provides for the amendment of the Idaho Extended Content Standards, an incorporated by reference document, and the addition of the incorporated by reference documents Idaho Extended Standards Core Content Connectors in English Language Arts and Mathematics.

The Idaho Extended Content Standards, standards aligned to the alternate assessment, were adopted in 2008 and are not currently aligned with the Idaho Content Standards updated in 2017. The proposed rule will replace the English Language Arts and Mathematics Idaho Extended Content Standards with the Idaho Content Standards Core Content Connectors.

The purpose of the Core Content Connectors (Connectors) is to identify the most salient core academic content in English Language Arts and Mathematics found in the Idaho Content Standards. The Connectors identify priorities for the instruction of students identified as having significant cognitive disabilities and align with the alternate assessment. They illustrate the necessary knowledge and skills students with significant cognitive disabilities need to reach the learning targets or critical big ideas within the state standard.

Along with 24 other states, Idaho worked with the National Center and State Collaborative to create the Connectors. Special education teachers from across the state actively participated in the creation and alignment of the Connectors to our statewide alternative assessment for students with the most significant cognitive disabilities.

The Connectors were written to help promote how students with significant cognitive disabilities can engage in the Idaho Content Standards while following the learning progression. They have the following characteristics:

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- Sequenced to help guide meaningful instruction for students with significant cognitive disabilities and lead to enduring skills in successive grades;
- Written as outcome based, which provides a description of what students should know and do;
- Written with high level of expectations for students with significant cognitive disabilities; and
- Align to grade-level standards to provide access to the general curriculum. Connectors are designed to contribute to a fully aligned system of content, instruction, and assessment.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and April 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested changes. No comments were received during the public meetings, and no written comments were received through the Department's public comment online submission form.

IMPACT

The goal of the Connectors is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1703	Page 5
Attachment 2 – Revised Idaho Extended Content Standards	Page 9
Attachment 3 – Idaho Content Standards Core Content Connectors For English Language Arts	Page 55
Attachment 4 – Idaho Content Standards Core Content Connectors For Mathematics	Page 489

STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

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BOARD ACTION

I move to approve the amendments to the Idaho Extended Content Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to adopt the Idaho Extended Content Standards Core Content Connectors as submitted in Attachments 3 and 4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed rule Docket No. 08-0203-1703, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**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.** Arts and Humanities Categories:
 - i. Dance, as revised and adopted on August 11, 2016;
(3-24-17)
 - ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016;
(3-24-17)
 - iii. Media Arts, as adopted on August 11, 2016.
(3-24-17)
 - iv. Music, as revised and adopted on August 11, 2016;
(3-24-17)
 - v. Theater, as revised and adopted on August 11, 2016;
(3-24-17)
 - vi. Visual Arts, as revised and adopted on August 11, 2016;
(3-24-17)
 - vii. World languages, as revised and adopted on August 11, 2016.
(3-24-17)
 - b.** Computer Science, adopted on November 28, 2016.
(3-24-17)

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- c. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on December 15, 2016. (12-15-16)T
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. Career Technical Education Categories:
 - i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
 - ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
 - iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
 - iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
 - v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
 - vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

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 Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on April 20, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-20-17)T

05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008August 10, 2017. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

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07. The Idaho Content Standards Core Content Connectors. The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. ()

- a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. ()
- b. Mathematics, as adopted by the State Board of Education on August 10, 2017. ()

0708. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T

0809. 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)

0910. 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 [Error! Hyperlink reference not valid..](#) (4-2-08)

1011. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

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IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS

Standard 1: Reading Process

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 1.1: Acquire Concepts About Print	K.LA.1.1.1A-Demonstrates behavior that indicates attention to a book and turning pages.	I.LA.1.1.1A-Demonstrates correct access to reading material in a meaningful manner.	2.LA.1.1.1A-Recognizes print conventions such as letters, words or sentences represented by pictures, objects, sign, or text.	3.LA.1.1.1A-Recognizes print conventions such as letters, words, sentences, punctuation, paragraphs, etc.	No objectives at this grade level	No objectives in Speech								
	K.LA.1.1.2A-Shows interest in reading materials while listening to familiar text being read.	I.LA.1.1.2A-Matches letters or objects in first letter order using an alphabet chart	2.LA.1.1.2A-Matches letters, objects, or words in order using an alphabet chart.	3.LA.1.1.2A-Identifies letters, objects, or words in order using an alphabet chart.										
	K.LA.1.1.3A-Follows communication displays (picture/objects/symbols/words) from left to right progression and top to bottom													
	K.LA.1.1.4A-Attends by watching and/or listening to words/pictures/objects found in reading environments.													
	K.LA.1.1.5A-Imitates the one to one correspondence between the spoken word and graphic symbol (picture/word/gesture/object)													
	K.LA.1.1.6A-Imitates segmenting graphic symbols of letters, words, or sentences.													

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Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9–12 Speech
Goal 1.2: Acquire Concepts About Text	K.LA.1.2.1.A—Points to items named by the teacher to convey understanding of the word (e.g., names, signs, school and classroom objects, etc.)	I.LA.1.2.1.A—Respond to environmental print with assistance (e.g., signs, symbols)	2.LA.1.2.1.A—Attend and respond to different kinds of text types.	3.LA.1.2.1.A—Recognize similar types of text and formats.	4.LA.1.2.1.A—Show interest in text types and formats of various kinds of text in the environment.	5.LA.1.2.1.A—Identify literary and informational functional texts, pictures, and/or media.	6.LA.1.2.1.A—Identify literary and informational functional texts, pictures, and/or media.	7.LA.1.2.1.A—Use literary and informational functional texts, pictures, and/or media to understand information in text.	8.LA.1.2.1.A—Identify literary and informational functional texts, pictures, and/or media to access information.	9.LA.1.2.1.A—Identify similarities or differences in structure and format of informational functional texts, pictures, and/or media.	10.LA.1.2.1.A—Identify similarities or differences in structure and format of literary and informational functional texts, pictures, and/or media.	11.LA.1.2.1.A—Identify similarities or differences in structure and format of literary and informational functional texts, pictures, and/or media.	12.LA.1.2.1.A—Identify similarities or differences in structure and format of literary and informational functional texts, pictures, and/or media.	No objectives in Speech.
	K.LA.1.2.2.A—Identifies a book, including front cover, back cover, and title, when provided a visual or tactile representation.	I.LA.1.2.2.A—Locates the front cover with title of a book or reading selection.	2.LA.1.2.2.A—Locates the title of a book or reading selection.	3.LA.1.2.2.A—Responds to the purpose of print conventions such as punctuation, paragraph, bold print, etc.	4.LA.1.2.2.A—Identify parts of a book and/or text features to aid in comprehension i.e., title, illustrations.	5.LA.1.2.2.A—Identify parts of a book and/or text features to aid in comprehension, i.e., heading, captions, introductory paragraph.	6.LA.1.2.2.A—Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary.	7.LA.1.2.2.A—Use parts of a book and/or text features to understand a selection, such as appendix.	8.LA.1.2.2.A—Use parts of a book and/or text features to understand a selection, such as appendix.	9.LA.1.2.2.A—Use parts of a book and/or text features to identify different genres of literature.	10.LA.1.2.2.A—Use parts of a book and/or text features to identify different genres of literature.			
		I.LA.1.2.3.A—Attend to simple graphic features in text.	2.LA.1.2.3.A—Recognize graphic features in text, i.e., charts and diagrams.	3.LA.1.2.3.A—Identify graphic features in text, i.e., graphs, italics, bold print.	4.LA.1.2.3.A—Identify graphic features that support text meaning.	5.LA.1.2.3.A—Identify graphic features that provide information for research topics.	6.LA.1.2.3.A—Identify graphic features in text that provides information for research topics.	7.LA.1.2.3.A—Interpret graphic features in text to acquire meaning.	8.LA.1.2.3.A—Use graphic features in text to communicate information.					
Goal 1.3: Acquire Phonological Awareness Skills	K.LA.1.3.1.A—Responds to familiar songs and rhymes.	I.LA.1.3.1.A—Identify beginning sounds as same or different.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
	K.LA.1.3.2.A—Imitates or identifies rhyming words.	I.LA.1.3.2.A—Changes sounds in a word to make a new word.												
	K.LA.1.3.3.A—Identifies when groups of words/pictures/objects begin with the same sound.	I.LA.1.3.3.A—Uses phonemes to blend into recognizable words, i.e., Name												

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Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 1.3: Acquire Phonological Awareness Skills (continued from previous page)	K.LA.1.3.4.A Reproduces simple onsets and rimes to produce real words (e.g., repeats onset /c/ with rime /at/ to produce /cat/)	I.LA.1.3.4.A Segment syllables (beats) in a word.												
	K.LA.1.3.5.A Attends to adults blending spoken phonemes (CVC) to form single-syllable words (e.g., /d...o...g/; says dog and shows picture or object)													
	K.LA.1.3.6.A Match the initial sound (not the letter) to the initial sound of a spoken word.													
	K.LA.1.3.7.A Segments one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme, imitates an adult)													
	K.LA.1.3.8.A Identifies syllables in a word.													
Goal 1.4: Acquire Decoding Skills Using Word Parts	K.LA.1.4.1.A Reproduces sounds or symbols to match sounds or symbols in similar words.	I.LA.1.4.1.A Match sound to letter symbol.	2.LA.1.4.1.A Match letter symbols to sound.	3.LA.1.4.1.A Identify word patterns and/or word families.	4.LA.1.4.1.A Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix.	5.LA.1.4.1.A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	6.LA.1.4.1.A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	7.LA.1.4.1.A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	8.LA.1.4.1.A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	No objectives at this grade level.				
	I.LA.1.4.2.A Imitate reading abbreviations in text appropriate to grade level.	2.LA.1.4.2.A Attend to abbreviations in text appropriate to grade level.	3.LA.1.4.2.A Recognizes abbreviations in text appropriate to grade level.	4.LA.1.4.2.A Read simple abbreviations appropriate to grade level.	5.LA.1.4.2.A Read simple abbreviations appropriate to grade level.	6.LA.1.4.2.A Read simple abbreviations appropriate to grade level.	7.LA.1.4.2.A Read simple abbreviations appropriate to grade level.	8.LA.1.4.2.A Read simple abbreviations appropriate to grade level.						

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Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 1.5: Acquire Decoding Skills Using Syllabication	K.LA.1.5.1.A Match letter symbols.	I.LA.1.5.1.A Match common onsets, rimes, and word patterns to generate words.	2.LA.1.5.1.A Identify that letters put together make words.	3.LA.1.5.1.A Identify that letters and syllables put together make words.	4.LA.1.5.1.A Identify that letters and syllables put together with certain rules make words.	5.LA.1.5.1.A Identify that letters put together with certain rules make words.	6.LA.1.5.1.A Identify that letters put together with certain rules make words.	7.LA.1.5.1.A Identify that letters put together with certain rules make words.	8.LA.1.5.1.A Identify that letters put together with certain rules make words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
Goal 1.6: Acquire Decoding Skills Using Context	No objectives at this grade level.	I.LA.1.6.1.A Use visual, tactile, and/or auditory prompts to identify new words.	2.LA.1.6.1.A Use visual, tactile, and/or auditory prompts to identify new words.	3.LA.1.6.1.A Use visual, tactile, and/or auditory prompts to identify new words.	4.LA.1.6.1.A Use visual, tactile, and/or auditory prompts to identify new words.	5.LA.1.6.1.A Use visual, tactile, and/or auditory prompts to identify new words.	6.LA.1.6.1.A Use visual, tactile, and/or auditory prompts to identify new words.	7.LA.1.6.1.A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	8.LA.1.6.1.A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
Goal 1.7: Acquire Fluency	K.LA.1.7.1.A Recognizes automatically between 5 to 25 age-appropriate high-frequency word symbols (i.e., gestures, pictures, objects, words).	I.LA.1.7.1.A Recognizes automatically between 10 to 35 age-appropriate high-frequency word symbols (i.e., gestures, pictures, objects, words).	2.LA.1.7.1.A Recognizes automatically between 15 to 45 age-appropriate high-frequency word symbols (i.e., gestures, pictures, objects, words).	3.LA.1.7.1.A Recognizes automatically between 20 to 50 age-appropriate high-frequency word symbols (i.e., gestures, pictures, objects, words).	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
		I.LA.1.7.2.A Listen to grade 1 appropriate text read aloud by repeating text in choral reading.	2.LA.1.7.2.A Listen to grade 2 appropriate text read aloud by repeating text in choral reading.	3.LA.1.7.2.A Listen to grade 3 appropriate text read aloud by repeating text in choral reading.	4.LA.1.7.1.A Read simplified, grade 4 appropriate text.	5.LA.1.7.1.A Read simplified, grade 5 appropriate text.	6.LA.1.7.1.A Read simplified, grade 6 appropriate text.	7.LA.1.7.1.A Read simplified, grade 7 appropriate text.	8.LA.1.7.1.A Read simplified, grade 8 appropriate text.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
Goal 1.8: Vocabulary and Concept Development	K.LA.1.8.1.A Classify common words, pictures, and/or objects into basic categories.	I.LA.1.8.1.A Identify words and concepts of the inflectional ending (i.e., plural, ing).	2.LA.1.8.1.A Identify words and the meaning of inflectional endings, such as singular and plural or ed.	3.LA.1.8.1.A Identify words and the meaning of common suffixes, such as singular and plural.	4.LA.1.8.1.A Identify common words and the meaning of common suffixes, such as singular and plural.	5.LA.1.8.1.A Identify root words and the meaning of common suffixes.	6.LA.1.8.1.A Identify common root words and the meaning of other words derived from the root.	7.LA.1.8.1.A Identify words and the meaning of common prefixes, such as un or pre.	8.LA.1.8.1.A Identify root words and the meaning of common affixes, such as the meaning of un and ful.	9.LA.1.8.1.A Identify root words and the meaning of common prefixes, such as the meaning of un and ful.	10.LA.1.8.1.A Identify root words and the meaning of common affixes.	11.LA.1.8.1.A Identify root words and the meaning of common affixes.	12.LA.1.8.1.A Identify root words and the meaning of common affixes.	No objectives in Speech.
	K.LA.1.8.2.A Match word meaning in the context in which the word is used (i.e., use picture clues, prompts from spoken words)	I.LA.1.8.2.A Match common antonyms using pictures, objects, signs	2.LA.1.8.2.A Identify words that are common opposites or mean the same (antonyms, synonyms).	3.LA.1.8.2.A Identify words and the concepts of same or opposite in meaning (synonyms, antonyms).	4.LA.1.8.2.A Identify words and the concepts of same or opposite in meaning and same sounds—spelled differently (synonyms, antonyms, homophones).	5.LA.1.8.2.A Use context to define words and words that have multiple meanings.	6.LA.1.8.2.A Use context to define words and words that have multiple meanings.	7.LA.1.8.2.A Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings.	8.LA.1.8.2.A Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings.	9.LA.1.8.2.A Use context clues to determine the meaning of words.	10.LA.1.8.2.A Use context clues to determine the meaning of words.	11.LA.1.8.2.A Use context clues to determine the meaning of words.	12.LA.1.8.2.A Use context clues to determine the meaning of words.	

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Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 1.8- Vocabulary and Concept Development (continued from previous page)	K.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Kindergarten content area/text.	1.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 1 content area/text.	2.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 2 content area/text.	3.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 3 content area/text.	4.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 4 content area/text.	5.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 5 content area/text.	6.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 6 content area/text.	7.LA.1.8.3.A Use pictures/objects/gestures/words necessary to clarify, predict, or expand meaning and concepts.	8.LA.1.8.3.A Identify and/or use words and concepts related to each grade 8 content area.					
		1.LA.1.8.4.A Use personal dictionary of pictures/objects/signs, etc to develop concepts and vocabulary.	2.LA.1.8.4.A Use dictionary materials to develop concepts and vocabulary.	3.LA.1.8.4.A Use dictionary materials to develop concepts and vocabulary.	4.LA.1.8.4.A Use dictionary materials to develop concepts and vocabulary.	5.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.	6.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.	7.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words such as dictionary or thesaurus.	8.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words, such as dictionary or thesaurus.					

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Standard 2: Comprehension/Interpretation

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	K.LA.2.1.1.A-Identifies text for reading.	I.LA.2.1.1.A-Attend to reading for a purpose (e.g., pleasure, information)	2.LA.2.1.1.A-Identify the purpose of different kinds of text.	3.LA.2.1.1.A-Identify the purpose of different kinds of text.	4.LA.2.1.1.A-Identify the purpose of different kinds of text.	5.LA.2.1.1.A-Identify the purpose of different kinds of text.	6.LA.2.1.1.A-Identify the purpose of different kinds of text.	7.LA.2.1.1.A-Identify the purpose or use of various texts.	8.LA.2.1.1.A-Interpret facts or events from different kinds of text to demonstrate understanding.	9.LA.2.1.1.A-Interpret a single issue from different kinds of text to demonstrate understanding.	10.LA.2.1.1.A-Interpret different kinds of text to demonstrate understanding.	11.LA.2.1.1.A-Interpret different kinds of text to demonstrate understanding.	12.LA.2.1.1.A-Interpret different kinds of text to demonstrate understanding.	No objectives in Speech
	K.LA.2.1.2.A-Match information and/or events in texts to self.	I.LA.2.1.2.A-Participate in connecting the information and events in texts to self.	2.LA.2.1.2.A-Participate in connecting the information and events in texts to self.	3.LA.2.1.2.A-Connect the information and events in texts to self.	4.LA.2.1.2.A-Connects cause and effect relationships in text to self.	5.LA.2.1.2.A-Connects cause and effect relationships in text to self.	6.LA.2.1.2.A-Connect cause and effect relationships in text.	7.LA.2.1.2.A-Connect cause and effect relationships in text to gain meaning.	8.LA.2.1.2.A-Identify cause and effect relationships in text.	9.LA.2.1.2.A-Identify need for clarification or assistance when reading.	10.LA.2.1.2.A-Identify need for clarification or assistance when reading.	11.LA.2.1.2.A-Identify need for clarification or assistance when reading.	12.LA.2.1.2.A-Identify need for clarification or assistance when reading.	
	K.LA.2.1.3.A-Identify picture-clues, objects, and gestures in context to aid comprehension.	I.LA.2.1.3.A-Participate in using picture clues and context to identify a conclusion based on text.	2.LA.2.1.3.A-Participate in using picture clues and context to identify a conclusion from text.	3.LA.2.1.3.A-Use picture clues and context to support a conclusion from text.	4.LA.2.1.3.A-Use picture clues and context to support a conclusion from text.	5.LA.2.1.3.A-Use picture clues and context to support a conclusion from text.	6.LA.2.1.3.A-Use picture clues and context to support a conclusion from text.	7.LA.2.1.3.A-Use picture clues and context to draw a conclusion or form an opinion.	8.LA.2.1.3.A-Use picture clues and context to draw a conclusion or form an opinion.	9.LA.2.1.3.A-Create a simple outline, notes chart, and/or diagram (Use simple templates).	10.LA.2.1.3.A-Use simple outlines, notes, charts, and/or diagrams to aid in comprehension.	11.LA.2.1.3.A-Use picture clues and context to comprehend text.	12.LA.2.1.3.A-Use picture clues and context to comprehend text.	
Goal 2.2: Acquire Skills to Comprehend Expository Text	K.LA.2.2.1.A-Participate in identifying pictures, objects, gestures, or words for topics in expository text that is heard or read.	I.LA.2.2.1.A-Identify a topic of expository text that is heard or read.	2.LA.2.2.1.A-Identify a main idea in expository text that is heard or read.	3.LA.2.2.1.A-Identify cause-effect and descriptions in expository text.	4.LA.2.2.1.A-Identify details in facts and opinions in expository text to support comprehension.	5.LA.2.2.1.A-Identify various structures of expository text.	6.LA.2.2.1.A-Identify various structures of expository text.	7.LA.2.2.1.A-Identify various structures of expository text.	8.LA.2.2.1.A-Identify various structures of expository text.	9.LA.2.2.1.A-Identify the main ideas in informational text, e.g., newspapers, articles, speeches.	10.LA.2.2.1.A-Identify and sequence information or procedures from informational text.	11.LA.2.2.1.A-Identify the main idea in informational text, e.g., promotional literature.	12.LA.2.2.1.A-Identify the main idea in informational text, e.g., policies, speeches	No objectives in Speech
	K.LA.2.2.2.A-Respond to yes/no question based on fact in an expository text, heard or read.	I.LA.2.2.2.A-Respond to yes/no question based on who, what, when, where, how, why in expository text that is heard or read.	2.LA.2.2.2.A-Respond to yes/no question based on who, what, when, where, how, why in expository text that is heard or read.	3.LA.2.2.2.A-Respond to yes/no question based on who, what, when, where, how, why in expository text that is heard or read.	4.LA.2.2.2.A-Respond to yes/no question based on how, why or what if in expository text that is heard or read.	5.LA.2.2.2.A-Respond to yes/no question based on how, why or what if in expository text that is heard or read.	6.LA.2.2.2.A-Respond to yes/no question based on how, why or what if in expository text that is heard or read.	7.LA.2.2.2.A-Respond to yes/no question based on how, why or what if in expository text that is heard or read.	8.LA.2.2.2.A-Identifies the purpose of a simple communication formats (e.g., letters, directions, websites, etc.)	9.LA.2.2.2.A-Identifies the purpose of a simple communication formats (e.g., letters, directions, websites, etc.)	10.LA.2.2.2.A-Identifies the purpose of a simple communication formats (e.g., letters, directions, websites, etc.)			

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Standard 2: Comprehension/Interpretation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.2: Acquire Skills to Comprehend Expository Text (continued from previous page)	K.LA.2.2.3.A- Sequence two pieces of information from expository text using pictures or object clues.	I.LA.2.2.3.A- Identify and sequence information from expository text using pictures or object clues to retell.	2.I.A.2.2.3.A- Identify and sequence information from expository text using pictures or object clues to retell.	3.I.A.2.2.3.A- Identify and sequence details from expository text using pictures or object clues to retell.	4.I.LA.2.2.3.A- Identify the main idea from expository text using pictures or object clues to retell.	5.I.LA.2.2.3.A- Identify main idea from expository text using pictures or object clues to retell.	6.I.LA.2.2.3.A- Identify facts and details from expository text using pictures or object clues to retell.	7.I.LA.2.2.3.A- Identify the main idea and details from expository text to retell.	8.I.LA.2.2.3.A- Identify between facts and opinions in an argument or claim by an author.	9.I.LA.2.2.3.A- Identify between facts and opinions in an argument or claim by an author.	10.I.LA.2.2.3.A- Identify between facts and opinions in an argument or claim by an author.	11.I.LA.2.2.3- Identify and sequence information from expository text.	12.I.LA.2.2.3- Identify and sequence information from expository text.	
	K.LA.2.2.4.A- Follow single step directions using clues from pictures, objects, signs, etc.	I.LA.2.2.4.A- Follow single step directions using clues from pictures, objects, signs, etc.	2.I.A.2.2.4.A- Follow a single written direction.	3.I.A.2.2.4.A- Follow single and two step directions (symbols such as pictures/ objects/ graphics/ words).	4.I.LA.2.2.4.A- Follow single and two step directions (symbols such as pictures/ objects/ graphics/ words).	5.I.LA.2.2.4.A- Follow single and multi step written directions (symbols such as pictures/ objects/ graphics/ words).	6.I.LA.2.2.4.A- Follow single and two step written directions (symbols such as pictures/ objects/ graphics/ words).	7.I.LA.2.2.4.A- Follow single and multi step written directions (symbols such as pictures/ objects/ graphics/ words).	8.I.LA.2.2.4.A- Identify the main purpose of a procedure specified in informational text.					
Goal 2.3: Acquire Skills for Comprehending Literary Text	K.LA.2.3.1.A- React to a real or imaginary literary story that is heard or read.	I.LA.2.3.1.A- Identify whether a story that is heard or read is reality or fantasy.	2.I.LA.2.3.1.A- Identify between fiction and non-fiction reading materials.	3.I.LA.2.3.1.A- Identify different genres of literature (fairy tales, poetry, various genres including poetry).	4.I.LA.2.3.1.A- Identify characteristics of various genres including poetry.	5.I.LA.2.3.1.A- Identify genres of fiction and poems.	6.I.LA.2.3.1.A- Identify genres of fiction and poems and matches a major characteristic of each form.	7.I.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre.	8.I.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre.	9.I.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre.	10.I.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre.	11.I.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genres and traditions.	12.I.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genres and traditions.	
														No objectives in Speech.

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.3: Acquire Skills for Comprehending Literary Text (continued from previous page)				3.LA.2.3.1.A-Demonstrate comprehension of literary text.										
K.LA.2.3.2.A-Identify a character in a story that is heard or read.	I.LA.2.3.2.A-Identify character(s) in a story that is heard or read.	2.LA.2.3.2.A-Identify character(s) in a story that is heard or read.	3.LA.2.3.2.A-Identify characters in a story.	4.LA.2.3.2.A-Identify characters and their traits within a story heard or read.	5.LA.2.3.2.A-Identify characters and their traits within a story heard or read.	6.LA.2.3.2.A-Identify characters and their traits and/or actions.	7.LA.2.3.2.A-Identify characters and their traits and/or actions.	8.LA.2.3.2.A-Identify characters and their traits and/or actions.	9.LA.2.3.2.A-Identify characters and their traits and/or actions.	10.LA.2.3.2.A-Identify characters and their traits and/or actions.	11.LA.2.3.2.A-Identify characters and their traits and/or actions.	12.LA.2.3.2.A-Identify characters and their traits and/or actions.		
K.LA.2.3.3.A-Identify the setting in a story that is heard or read.	I.LA.2.3.3.A-Identify the setting in a story that is heard or read.	2.LA.2.3.3.A-Identify the setting in a story that is heard or read.	3.LA.2.3.3.A-Identify setting of a story.	4.LA.2.3.3.A-Identify setting of a story.	5.LA.2.3.3.A-Identify and describes a setting of a story.	6.LA.2.3.3.A-Identify and describes a setting of a story.	7.LA.2.3.3.A-Identify a setting of a story and its influence on character(s).	8.LA.2.3.3.A-Identify a setting of a story and its influence on the meaning of the story.	9.LA.2.3.3.A-Identify a setting of a story and its influence on the meaning of the story.					
K.LA.2.3.4.A-Retell the beginning of a story that is heard or read.	I.LA.2.3.4.A-Retell the ending of a story that is heard or read.	2.LA.2.3.4.A-Retell the basic topic of a story.	3.LA.2.3.4.A-Retell a story.	4.LA.2.3.4.A-Identify the main idea of a story plot.	5.LA.2.3.4.A-Identify the main problem or plot of a story.	6.LA.2.3.4.A-Identify the main problem or plot of a story.	7.LA.2.3.4.A-Identify the main problem and how it is resolved in a story.	8.LA.2.3.4.A-Identify the main problem and how it is resolved in a story.						
			3.LA.2.3.5.A-Identify who is telling a story.	4.LA.2.3.5.A-Identify who is telling a story.	5.LA.2.3.5.A-Identify the speaker of a story.	6.LA.2.3.5.A-Identify the speaker of a story.	7.LA.2.3.5.A-Identify the speaker of a story.	8.LA.2.3.5.A-Identify the speaker of a story.	9.LA.2.3.4.A-Identify a story's speaker.	10.LA.2.3.3.A-Identify a story's speaker.				
			3.LA.2.3.6.A-Identify a lesson of a fable or folktale.	4.LA.2.3.6.A-Identify a lesson of a fable or folktale.	5.LA.2.3.6.A-Identify a lesson that is presented in a literary selection.	6.LA.2.3.6.A-Identify a theme that is presented in a literary selection.	7.LA.2.3.6.A-Identify the theme of a story.	8.LA.2.3.6.A-Identify the theme of a story.	9.LA.2.3.5.A-Identify the theme of a story.	10.LA.2.3.4.A-Identify the theme of a story.	11.LA.2.3.3-Identify the theme of a story.	12.LA.2.3.3-Identify the theme of a story.		

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Standard 2: Comprehension/Interpretation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.3: Acquire Skills for Comprehending Literary Text (continued from previous page)				3.LA.2.3.7 Identify simple, common idioms.	4.LA.2.3.7 Identify simple, common idioms.	5.LA.2.3.7.A Identify the meaning of a metaphor or idiom.	6.LA.2.3.7.A Identify text that uses simple literary devices such as flashback or foreshadowing	7.LA.2.3.7.A Identify common idioms as figurative speech, i.e., symbolism.	No objectives at this grade level	9.LA.2.3.6.A Identify common idioms as figurative speech and imagery, i.e., sound of language.	10.LA.2.3.5.A Identify common idioms as figurative speech and imagery, i.e. sound of language.	11.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e. sound of language.	12.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e. sound of language.	
								7.LA.2.3.8.A Respond to a style of writing.	No objectives at this grade level	9.LA.2.3.7.A Identify the author's style based on the elements of a story, e.g. Word choice, themes, mood.	10.LA.2.3.6.A Identify the author's style based on the elements of a story, e.g. Word choice, themes, mood.	11.LA.2.3.5.A Identify the author's style based on the elements of a story, e.g. Word choice, themes, mood.	12.LA.2.3.5.A Identify the author's style based on the elements of a story, e.g. Word choice, themes, mood.	

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Standard 3: Writing Process

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 3.1: Acquire Prewriting Skills	K.LA.3.1.1.A Participate with other peers in generating ideas using pre-writing strategies.	I.LA.3.1.1.A Participate with other peers in generating ideas using pre-writing strategies.	2.LA.3.1.1.A Participate in generating ideas using prewriting strategies.	3.LA.3.1.1.A Participate in generating ideas using prewriting strategies.	4.LA.3.1.1.A Participate in generating ideas using prewriting strategies.	5.LA.3.1.1.A Generate ideas using simple, prewriting strategies.	6.LA.3.1.1.A Generate ideas using simple, prewriting strategies.	7.LA.3.1.1.A Generate ideas using simple, prewriting strategies.	8.LA.3.1.1.A Generate ideas using simple, prewriting strategies.	9.LA.3.1.1.A Generate ideas using simple, prewriting strategies.	10.LA.3.1.1.A Generate ideas using simple, prewriting strategies.	11.LA.3.1.1.A Generate ideas using a variety of prewriting strategies.	12.LA.3.1.1.A Generate ideas using a variety of prewriting strategies.	No objectives in Speech
	K.LA.3.1.2.A Choose pictures or objects in generating a story idea.	I.LA.3.1.2.A Participate in identifying a main idea.	2.LA.3.1.2.A Participate in identifying the main idea.	3.LA.3.1.2.A Participate in identifying the main idea.	4.LA.3.1.2.A Participate in identifying the main idea appropriate to the type of writing.	5.LA.3.1.2.A Participate in identifying the main idea appropriate to the type of writing.	6.LA.3.1.2.A Participate in identifying the main idea appropriate to the type of writing.	7.LA.3.1.2.A Generate a main idea appropriate to the type of writing.	8.LA.3.1.2.A Generate a main idea appropriate to the type of writing.	9.LA.3.1.2.A Generate a main idea appropriate to a type of writing.	10.LA.3.1.2.A Generate a main idea appropriate to a type of writing.	11.LA.3.1.2.A Generate a main idea and/or supporting details appropriate to a type of writing.	12.LA.3.1.2.A Generate a main idea and/or supporting details appropriate to a type of writing.	
			2.LA.3.1.3.A Participate in using strategies for planning and organizing writing.	3.LA.3.1.3.A Use strategies for planning and organizing writing.	4.LA.3.1.3.A Use strategies for planning and organizing writing.	5.LA.3.1.3.A Use strategies for planning and organizing writing.	6.LA.3.1.3.A Use strategies for planning and organizing writing.	7.LA.3.1.3.A Use strategies for planning and organizing writing.	8.LA.3.1.3.A Use strategies for planning and organizing writing.	9.LA.3.1.3.A Use strategies for planning and organizing writing.	10.LA.3.1.3.A Use strategies for planning and organizing writing.)	11.LA.3.1.3.A Use strategies for planning and organizing writing.	12.LA.3.1.3.A Use strategies for planning and organizing writing.	
			2.LA.3.1.4.A Identify an appropriate writing format for audience	3.LA.3.1.4.A Select a writing format template for purpose and audience (e.g., graphic organizer, pictures, objects, etc).	4.LA.3.1.4.A Select a writing format template for purpose and audience (e.g., graphic organizer, pictures, objects, etc).	5.LA.3.1.4.A Identify an appropriate writing format for audience.	6.LA.3.1.4.A Identify an appropriate writing format for audience.	7.LA.3.1.4.A Identify an appropriate writing format for audience.	8.LA.3.1.4.A Use an appropriate writing format to match audience or purpose.	9.LA.3.1.4.A Use an appropriate writing format to match audience or purpose.	10.LA.3.1.4.A Use an appropriate writing format to match audience or purpose.	11.LA.3.1.4.A Use an appropriate writing format to match audience and purpose.	12.LA.3.1.4.A Use an appropriate writing format to match audience and purpose.	
				3.LA.3.1.5.A Follow set time periods for producing a piece of writing.	4.LA.3.1.5.A Follow set time periods for producing a piece of writing.	5.LA.3.1.5.A Follow set time periods for producing a piece of writing.	6.LA.3.1.5.A Follow set time periods for producing a piece of writing.	7.LA.3.1.5.A Follow set time periods for producing a piece of writing.	8.LA.3.1.5.A Follow set time periods for producing a piece of writing.	9.LA.3.1.5.A Follow set time periods for producing a piece of writing.	10.LA.3.1.5.A Follow set time periods for producing a piece of writing.	11.LA.3.1.5.A Follow set time periods for producing a piece of writing.	12.LA.3.1.5.A Follow set time periods for producing a piece of writing.	
Goal 3.2: Acquire Skills for Writing a Draft	K.LA.3.2.1.A Generated ideas for a writing topic.	I.LA.3.2.1.A Generated ideas for a writing topic.	2.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	3.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	4.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	5.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	6.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	7.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	8.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	9.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	10.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	11.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	12.LA.3.2.1.A Use ideas generated in prewriting to write a draft.	No objectives in Speech
						5.LA.3.2.2.A Produces a draft with a main idea and supporting details.	6.LA.3.2.2.A Produces a draft with a main idea and supporting details.	7.LA.3.2.2.A Produces a draft with a main idea and supporting details.	8.LA.3.2.2.A Produces a draft using a template to sequence ideas in logical order.	9.LA.3.2.2.A Produces a draft with a main idea and sequences supporting details.	10.LA.3.2.2.A Produces a draft with a main idea and sequences supporting details.			

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech	
Goal 3.3: Acquire Skills for Revising a Draft	No objectives at this grade level	I.LA.3.3.1.A With a peer, participate in revising writing.	2.I.LA.3.3.1.A Revise writing by substituting or retelling text.	3.I.LA.3.3.1.A Revise writing to enhance meaning.	4.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	5.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	6.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	7.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	8.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	9.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	10.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	11.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	12.I.LA.3.3.1.A Revise writing for clarity and effective sequencing.	No objectives in Speech	
		2.I.LA.3.3.2.A Revise writing by selecting a detail to add to text.	3.I.LA.3.3.2.A Revise writing by adding to the text.	4.I.LA.3.3.2.A Revise writing by adding a detail.	5.I.LA.3.3.2.A Revise writing by adding a detail.	6.I.LA.3.3.2.A Revise writing by adding a detail.	7.I.LA.3.3.2.A Revise writing by adding a detail or deleting redundant information.	8.I.LA.3.3.2.A Revise writing by adding a detail or deleting redundant information.	9.I.LA.3.3.2.A Revise writing by adding a detail or deleting redundant information.	10.I.LA.3.3.2.A Revise writing by adding a detail or deleting redundant information.	11.I.LA.3.3.2.A Revise writing by adding a detail or deleting redundant information.	12.I.LA.3.3.2.A Revise writing by adding a detail or deleting redundant information.			
				4.I.LA.3.3.3.A Use a transition word to indicate sequence.	5.I.LA.3.3.3.A Use a transition word to indicate sequence.	6.I.LA.3.3.3.A Use a transition word to improve organization.	7.I.LA.3.3.3.A Use a transition word to improve organization.	8.I.LA.3.3.3.A Use a transition word to improve organization.	9.I.LA.3.3.3.A Use a transition word to improve organization.	10.I.LA.3.3.3.A Use a transition word to improve organization.	11.I.LA.3.3.3.A Use a transition word to improve organization.	12.I.LA.3.3.3.A Use a transition word to improve organization.			
				3.I.LA.3.3.3.A Revise writing by substituting words to clarify meaning.	4.I.LA.3.3.4.A Revise writing by rearranging words or sentences to clarify meaning.	5.I.LA.3.3.4.A Revise writing by substituting words or sentences to clarify meaning.	6.I.LA.3.3.4.A Revise writing by substituting words or sentences to enhance style.	7.I.LA.3.3.4.A Revise writing by a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	8.I.LA.3.3.4.A Revise writing by a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	9.I.LA.3.3.4.A Revise writing by a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	10.I.LA.3.3.4.A Revise writing by a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	11.I.LA.3.3.4.A Revise writing by a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	12.I.LA.3.3.4.A Revise writing by a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.		
				3.I.LA.3.3.4.A Use a literary model in a piece of writing.	4.I.LA.3.3.5.A Use a literary model in a piece of writing.	5.I.LA.3.3.5.A Use a literary model in a piece of writing.	6.I.LA.3.3.5.A Use a literary model in a piece of writing.	7.I.LA.3.3.5.A Use a literary model in a piece of writing.	8.I.LA.3.3.5.A Use a literary model in a piece of writing.	9.I.LA.3.3.5.A Use a literary model in a piece of writing.	10.I.LA.3.3.5.A Use a literary model in a piece of writing.	11.I.LA.3.3.5.A Use a literary model in a piece of writing.	12.I.LA.3.3.5.A Use a literary model in a piece of writing.		
				2.I.LA.3.3.3.A Participate in strategies to revise writing (e.g., peer or teacher conferences)	3.I.LA.3.3.5.A Use strategies to guide the revision process.	4.I.LA.3.3.6.A Use strategies to guide the revision process.	5.I.LA.3.3.6.A Use strategies to guide the revision process.	6.I.LA.3.3.6.A Use strategies to guide the revision process.	7.I.LA.3.3.6.A Conference with others to guide the revision process.	8.I.LA.3.3.6.A Conference with others to guide the revision process.	9.I.LA.3.3.6.A Conference with others to guide the revision process.	10.I.LA.3.3.6.A Conference with others to guide the revision process.	11.I.LA.3.3.6.A Conference with others to guide the revision process.	12.I.LA.3.3.6.A Conference with others to guide the revision process.	

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Standard 3: Writing Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 3.4: Acquire Skills for Editing a Draft	No objectives at this level.	I.LA.3.4.1.A With assistance, check draft for errors.	2.I.LA.3.4.1.A With assistance, check draft for errors.	3.I.LA.3.4.1.A Edit the draft for errors.	4.I.LA.3.4.1.A Edit the draft for errors.	5.I.LA.3.4.1.A Edit the draft for errors using common edit marks.	6.I.LA.3.4.1.A Edit the draft for errors using common edit marks.	7.I.LA.3.4.1.A Edit for errors using common edit marks.	8.I.LA.3.4.1.A Edit for errors using common edit marks.	9.I.LA.3.4.1.A Edit for errors using common edit marks.	10.I.LA.3.4.1.A Edit for errors using common edit marks.	11.I.LA.3.4.1.A Edit for errors using common edit marks.	12.I.LA.3.4.1.A Edit for errors using common edit marks.	No objectives in Speech
Goal 3.5: Acquire Skills to Publish Writing	K.LA.3.5.1.A Publish a draft with assistance.	I.LA.3.5.1.A Publish a draft with assistance.	2.I.LA.3.5.1.A Publish a draft with assistance.	3.I.LA.3.5.1.A Publish a draft with assistance.	4.I.LA.3.5.1.A Publish a draft with assistance.	5.I.LA.3.5.1.A Publish a piece of writing.	6.I.LA.3.5.1.A Publish a piece of writing.	7.I.LA.3.5.1.A Publish a piece of writing for a purpose.	8.I.LA.3.5.1.A Publish a piece of writing for a purpose and audience.	9.I.LA.3.5.1.A Publish improved piece of writing.	10.I.LA.3.5.1.A Publish improved piece of writing.	11.I.LA.3.5.1.A Publish improved piece of writing.	12.I.LA.3.5.1.A Publish improved piece of writing.	No objectives in Speech
	K.LA.3.5.2.A Share writing with intended audience.	I.LA.3.5.2.A Share writing with intended audience.	2.I.LA.3.5.2.A Share writing with intended audience.	3.I.LA.3.5.2.A Share writing with intended audience.	4.I.LA.3.5.2.A Share writing with intended audience.	5.I.LA.3.5.2.A Share writing with intended audience.	6.I.LA.3.5.2.A Share writing with intended audience.	7.I.LA.3.5.2.A Use graphics to convey meaning in a piece of writing.	8.I.LA.3.5.2.A Use graphics to convey meaning in a piece of writing.	9.I.LA.3.5.2.A Share writing with intended audience.	10.I.LA.3.5.2.A Share writing with intended audience.	11.I.LA.3.5.2.A Share writing with intended audience.	12.I.LA.3.5.2.A Share writing with intended audience.	
	"	"						7.I.LA.3.5.3.A Use appropriate technology to create a final draft.	8.I.LA.3.5.3.A Use appropriate technology to create a final draft.	9.I.LA.3.5.3.A Use appropriate technology to create a final draft.				
									8.I.LA.3.5.4.A Share writing with intended audience.					

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Standard 4: Writing Applications

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	K.LA.4.1.1.A Participate in creating personal-experience narratives by dictating, drawing, objects, or writing.	I.LA.4.1.1.A Write and/or share narratives based on personal experience.	2.I.A.4.1.1.A Write and/or share narratives based on personal experience.	3.I.A.4.1.1.A Write and/or share narratives based on personal experience.	4.I.A.4.1.1.A Write and/or share narratives based on personal experience.	5.I.A.4.1.1.A Write short narrative that includes a specific action, setting, and/or character(s).	6.I.A.4.1.1.A Write and/or share narratives using a standard plot.	7.I.A.4.1.1.A Write and/or share narratives based on personal events.	8.I.A.4.1.1.A Write and/or share narratives based on specific personal events.	9.I.A.4.1.1.A Write and/or share narratives based on another person's experience.	10.I.A.4.1.1.A Write and/or share narratives that describe a specific action or feeling.	11.I.A.4.1.1.A Write and/or share narratives based on personal experience or another person's experiences.	12.I.A.4.1.1.A Write and/or share narratives about personal beliefs.	No objectives in Speech
	K.LA.4.1.2.A Participate in repeating/copying simple rhymes; poems, or songs.	I.LA.4.1.2.A Participate in repeating/copying simple rhymes; poems, or songs.	2.I.A.4.1.2.A Copy simple rhymes; poems, or songs.	3.I.A.4.1.2.A Write rhymes or poems using a template.	4.I.A.4.1.2.A Write expressive works that include precise word choices.	5.I.A.4.1.2.A Write expressive works that include sensory details or figurative language.	6.I.A.4.1.2.A Copies expressive text that includes sensory details or figurative language.	7.I.A.4.1.2.A Creates simple works that include descriptive words or figurative language.	8.I.A.4.1.2.A Creates simple works that include descriptive words or figurative language.	9.I.A.4.1.2.A Participates in creating simple rhymes; poems, or songs.	10.I.A.4.1.2.A Participates in creating simple rhymes; poems, or songs.	11.I.A.4.1.2.A Participates in creating simple rhymes; poems, or songs.	12.I.A.4.1.2.A Participates in creating simple rhymes; poems, or songs.	
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	K.LA.4.2.1.A Participate in creating brief communications of real objects or persons by dictating, drawing, objects, or writing.	I.LA.4.2.1.A Participate in creating written communications (e.g., thank you notes, invitations) by dictating, drawing, or writing.	2.I.A.4.2.1.A Participate in writing a friendly letter.	3.I.A.4.2.1.A Participate in creating a letter by dictating, drawing, or writing.	4.I.A.4.2.1.A Write a simple letter and address an envelope.	5.I.A.4.2.1.A Write simple technical text.	6.I.A.4.2.1.A Write simple technical text that identifies a sequence.	7.I.A.4.2.1.A Compose text that identifies a sequence of activities or processes.	8.I.A.4.2.1.A Compose text that identifies a sequence of activities or processes.	9.I.A.4.2.1.A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	10.I.A.4.2.1.A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	11.I.A.4.2.1.A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	12.I.A.4.2.1.A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	No objectives in Speech
	-	I.LA.4.2.2.A Participate in writing brief observations of real objects; persons, or events.	2.I.A.4.2.2.A Participate in writing brief observations of real objects; persons, or events.	3.I.A.4.2.2.A Participate in writing a report that includes a main idea and facts about a topic.	4.I.A.4.2.2.A Participate in writing a report that includes a main idea and facts about a topic.	5.I.A.4.2.2.A Participate in writing a report that includes a main idea and facts about a topic.	6.I.A.4.2.2.A Participate in writing brief observations of events or processes.	7.I.A.4.2.2.A Participate in writing a brief research report with main idea and 2 details.	8.I.A.4.2.2.A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	9.I.A.4.2.2.A Participate in writing a brief research report with main idea and 3 details.	10.I.A.4.2.2.A Compose a brief research report with main idea and 3 details compiled through a research process.	11.I.A.4.2.2.A Compose a brief research report with main idea and 3 details and document a source compiled through a research process.	12.I.A.4.2.2.A Compose a brief research report with main idea and 3 details and document a source compiled through a research process.	

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Standard 4: Writing Applications (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 4.2: Acquire Expository (Informational Research) Writing Skills (continued from previous page)									9.LA.4.2.3.A Compose text that identifies a sequence of activities or processes.	10.LA.4.2.3.A Write job applications.	11.LA.4.2.3.A Compose text that identifies a sequence of activities or processes.	12.LA.4.2.3.A Compose text that identifies a sequence of activities or processes.		
Goal 4.3: Acquire Persuasive Writing Skills					4.LA.4.3.1.A Write a persuasive statement to support a position.	5.LA.4.3.1.A Write a persuasive statement to support a position.	6.LA.4.3.1.A Write a persuasive statement to support a position.	7.LA.4.3.1.A Write a persuasive statement to support a position.	8.LA.4.3.1.A Write a persuasive statement to support a position.	9.LA.4.3.1.A Write a persuasive statement to support a position.	10.LA.4.3.1.A Write a persuasive statement to support a position.	11.LA.4.3.1.A Write a persuasive statement to refute a position.	12.LA.4.3.1.A Write a persuasive statement to refute a position.	No objectives in Speech

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Standard 4: Writing Applications (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 4.4: Acquire Skills for Literary Response	K.LA.4.4.1.A - Participate in writing or drawing a personal response to literary selections.	I.LA.4.4.1.A - Participate in writing or drawing a personal response to literary selections.	2.I.A.4.4.1.A - Participate in writing or drawing a response to literary selections.	3.I.A.4.4.1.A - Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection.	4.I.LA.4.4.1.A - Participate in writing (drawing, pictures, objects) a response to literary selections.	5.I.LA.4.4.1.A - Participate in writing (drawing, pictures, objects) a response to literary selections.	6.I.LA.4.4.1.A - Participate in writing (drawing, pictures, objects) a response to literary selections.	7.I.LA.4.4.1.A - Identify an author's style.	8.I.LA.4.4.1.A - Participate in writing (drawing, pictures, objects) a response to literary selections.	9.I.LA.4.4.1.A - Identify an author's style.	10.I.LA.4.4.1.A - Participate in writing (drawing, pictures, objects) a response to literary selections.	11.I.LA.4.4.1.A - Participate in writing (drawing, pictures, objects) a response to literary selections.	12.I.LA.4.4.1.A - Participate in writing (drawing, pictures, objects) a response to literary selections.	No objectives in Speech
	K.LA.4.4.2.A - Respond to text read aloud.	I.LA.4.4.2.A - Respond about a character from text read aloud.	2.I.A.4.4.2.A - Respond about a character or main idea from text read aloud.	3.I.A.4.4.2.A - Participate in writing responses to the plot of literary selections.	4.I.LA.4.4.2.A - Participate in writing responses to literature that identifies the plot.	5.I.LA.4.4.2.A - Participate in writing responses to literature that identifies the purpose of a selection.	6.I.LA.4.4.2.A - Participate in writing responses to literature that identifies the purpose of a selection.	7.I.LA.4.4.2.A - Compose a short summary of a literary selection with beginning, middle, and end.	8.I.LA.4.4.2.A - Participate in writing or drawing a response to an author's style.	9.I.LA.4.4.2.A - Respond to literature that demonstrates awareness to a variety of writing styles.	10.I.LA.4.4.2.A - Respond to literature that demonstrates awareness to a variety of writing styles.	11.I.LA.4.4.2.A - Respond to literature that demonstrates awareness to a variety of writing styles.	12.I.LA.4.4.2.A - Respond to literature that demonstrates awareness to a variety of writing styles.	

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Standard 5: Writing Components

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech	
Goal 5.1: Acquire Handwriting Skills	K.LA.5.1.1.A Produce legible upper or lower case letters of the alphabet.	I.LA.5.1.1.A Produce legible writing.	2.LA.5.1.1.A Produce legible writing.	3.LA.5.1.1.A Write fluently and legibly.	4.LA.5.1.1.A Write fluently and legibly.	5.LA.5.1.1.A Write fluently and legibly.	6.LA.5.1.1.A Write fluently and legibly.	7.LA.5.1.1.A Write fluently and legibly.	8.LA.5.1.1.A Write fluently and legibly.	9.LA.5.1.1.A No objectives at this grade level.	10.LA.5.1.1.A No objectives at this grade level.	11.LA.5.1.1.A No objectives at this grade level.	12.LA.5.1.1.A No objectives at this grade level.	No objectives in Speech	
Goal 5.2: Acquire Spelling Skills	K.LA.5.2.1.A Participate in spelling first name.	I.LA.5.2.1.A Participate in spelling first name.	2.LA.5.2.1.A Demonstrate spelling skills with high frequency words.	3.LA.5.2.1.A Demonstrate spelling skills with high frequency words.	4.LA.5.2.1.A Demonstrate spelling skills with high frequency words.	5.LA.5.2.1.A Demonstrate spelling skills with high frequency words.	6.LA.5.2.1.A Demonstrate spelling skills with high frequency words.	7.LA.5.2.1.A Demonstrate spelling skills with high frequency words and content-area words.	8.LA.5.2.1.A Demonstrate spelling skills with high frequency words and content-area words.	9.LA.5.2.1.A No objectives at this grade level.	10.LA.5.2.1.A No objectives at this grade level.	11.LA.5.2.1.A No objectives at this grade level.	12.LA.5.2.1.A No objectives at this grade level.	No objectives in Speech	
	K.LA.5.2.2.A Participate in invented spelling.	I.LA.5.2.2.A Participate in invented spelling.	2.LA.5.2.2.A Participate in spelling simple phonetically CVC words.	3.LA.5.2.2.A Spell simple, phonetically regular words with common spelling patterns.	4.LA.5.2.2.A Spell simple, phonetically regular words with common spelling patterns.	5.LA.5.2.2.A Spell simple, phonetically regular words with common spelling patterns.	6.LA.5.2.2.A Spell simple, phonetically regular words with common spelling patterns.	7.LA.5.2.2.A Spell simple, phonetically regular words with common spelling patterns.	8.LA.5.2.2.A Spell simple, phonetically regular words with common spelling patterns.						
			2.LA.5.2.3.A Apply spelling rules to spell words correctly or identify words spelled accurately.	3.LA.5.2.3.A Apply spelling rules to spell words correctly or identify words spelled accurately.	4.LA.5.2.3.A Apply spelling rules to spell words correctly or identify words spelled accurately.	5.LA.5.2.3.A Apply spelling rules to spell words correctly or identify words spelled accurately.	6.LA.5.2.3.A Apply spelling rules to spell words correctly or identify words spelled accurately.	7.LA.5.2.3.A Apply spelling rules to spell words correctly or identify words spelled accurately.	8.LA.5.2.3.A Apply spelling rules to spell words correctly or identify words spelled accurately.						
Goal 5.3: Acquire Skills for Sentence Structure	K.LA.5.3.1.A Use pictures, words, or symbols to express a complete thought.	I.LA.5.3.1.A Use pictures, words, or symbols to express a complete thought.	2.LA.5.3.1.A Use pictures, words, or symbols to express a complete thought.	3.LA.5.3.1.A Use pictures, words, or symbols to express a complete thought.	4.LA.5.3.1.A Use pictures, words, or symbols to express a complete thought.	5.LA.5.3.1.A Use pictures, words, or symbols to express a complete thought.	6.LA.5.3.1.A Use pictures, words, or symbols to express a complete thought and verb.	7.LA.5.3.1.A Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, imperative).	8.LA.5.3.1.A Use pictures, words, or symbols to express different structures of sentences (simple and compound).	9.LA.5.3.1.A Use pictures, words, or symbols to express varied sentence types.	10.LA.5.3.1.A Use pictures, words, or symbols to express varied sentence types.	11.LA.5.3.1.A Use pictures, words, or symbols to express varied sentence types.	12.LA.5.3.1.A Use pictures, words, or symbols to express varied sentence types.	No objectives in Speech	
			I.LA.5.3.2.A Identify nouns or verbs.	2.LA.5.3.2.A Identify noun and verb agreement.	3.LA.5.3.2.A Use past and present verb tenses, including irregular verbs.	4.LA.5.3.2.A Identify correctly: <ul style="list-style-type: none">▲ future verb tenses▲ adjectives▲ personal pronouns	5.LA.5.3.2.A Use correctly: <ul style="list-style-type: none">▲ future verb tenses▲ adjectives▲ personal pronouns▲ conjunctions	6.LA.5.3.2.A Use correctly: <ul style="list-style-type: none">▲ future verb tenses▲ adjectives▲ personal pronouns▲ conjunctions	7.LA.5.3.2.A Use correctly: <ul style="list-style-type: none">▲ future verb tenses▲ adjectives▲ personal pronouns▲ conjunctions	8.LA.5.3.2.A Use correctly: <ul style="list-style-type: none">▲ future verb tenses▲ adjectives▲ personal pronouns▲ conjunctions	9.LA.5.3.2.A Edit for fluency in writing.	10.LA.5.3.2.A Edit for fluency in writing.	11.LA.5.3.2.A Edit for fluency in writing.	12.LA.5.3.2.A Edit for fluency in writing.	

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Standard 5: Writing Components (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 5.4: Acquire Skills for Using Conventions	K.LA.5.4.1.A- Identify capital letter for use in first name.	1.LA.5.4.1.A- Demonstrate use of capitalization skill with a first name.	2.LA.5.4.1.A- Demonstrate use of capitalization skills: names	3.LA.5.4.1.A- Demonstrate use of capitalization skills: holidays	4.LA.5.4.1.A- Demonstrate use of capitalization skills: places	5.LA.5.4.1.A- Demonstrate use of capitalization skills.	6.LA.5.4.1.A- Demonstrate use of capitalization skills.	7.LA.5.4.1.A- Demonstrate use of capitalization skills.	8.LA.5.4.1.A- Demonstrate use of pronouns; subject/verb agreement, verb tenses, and adjectives in simple and compound sentences.	9.LA.5.4.1.A- Demonstrate use of pronouns; subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	10.LA.5.4.1.A- Demonstrate use of pronouns; subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	11.LA.5.4.1.A- Demonstrate use of pronouns; subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	12.LA.5.4.1.A- Demonstrate use of pronouns; subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	No objectives in Speech
	1.LA.5.4.2.A- Identify end marks in simple sentences	2.LA.5.4.2.A- Identify use of punctuation skills: period and question mark	3.LA.5.4.2.A- Demonstrate use of punctuation skills: commas in dates, addresses, or letters	4.LA.5.4.2.A- Demonstrate use of punctuation skills: commas in a direct address ("Dear John,")	5.LA.5.4.2.A- Demonstrate use of punctuation skills (e.g. period, question mark, colon, quotation marks).	6.LA.5.4.2.A- Demonstrate use of punctuation skills (e.g. quotation marks in dialogue).	7.LA.5.4.2.A- Demonstrate use of punctuation skills (e.g. parentheses or commas in lists)	8.LA.5.4.2.A- Demonstrate use of punctuation skills (e.g. parentheses or commas)	9.LA.5.4.2.A- Demonstrate use of punctuation and capitalization skills (e.g. parentheses or commas)	10.LA.5.4.2.A- Demonstrate use of punctuation and capitalization skills.	11.LA.5.4.2.A- Demonstrate use of punctuation and capitalization skills.	12.LA.5.4.2.A- Demonstrate use of punctuation and capitalization skills.		

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Standard 6: Communication

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.1: Acquire Listening Skills	K.LA.6.1.1.A Demonstrate simple listening skills using eye contact and maintaining attention to speaker.	I.LA.6.1.1.A Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	2.I.A.6.1.1.A Demonstrate effective and appropriate listening skills to obtain information or to enjoy.	3.I.A.6.1.1.A Listen to acknowledge the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	4.I.A.6.1.1.A Listen to distinguish between a speaker's opinion and facts.	5.I.A.6.1.1.A Listen to interpret a speaker's verbal messages.	6.I.A.6.1.1.A Listen in order to briefly summarize information.	7.I.A.6.1.1.A Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	8.I.A.6.1.1.A Listen to gain information from a variety of electronic or live sources.	Objectives included in Grade 9-12 Speech:	9-12.Spech.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.			
	K.LA.6.1.2.A Listen for specific answers in order to respond to questions.	I.LA.6.1.2.A Listen for specific answers in order to respond to questions.	2.I.A.6.1.2.A Listen for specific answers in order to respond to questions.	3.I.A.6.1.2.A Listen for answers to specific questions from information presented orally.	4.I.A.6.1.2.A Listen and respond to similarities and differences in various oral presentations.	5.I.A.6.1.2.A Listen and respond to symbolic expressions with evidence and examples.	6.I.A.6.1.2.A Listen attentively and respond to the speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) and the nonverbal message (e.g., posture and gesture).	7.I.A.6.1.2.A Listen to determine whether the speaker has presented slanted or biased material.	8.I.A.6.1.2.A Listen to determine whether the speaker has presented slanted or biased material.					9-12.Spech.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
	K.LA.6.1.3 Listen to understand and follow one step-spoken directions.	I.LA.6.1.3.A Listen and follow one and two-step oral directions.	2.I.A.6.1.3.A Listen and follow one and two-step oral directions.	3.I.A.6.1.3.A Listen and follow simple oral directions.			6.I.A.6.1.3.A Listen to identify the emotion conveyed in oral communications.	7.I.A.6.1.3.A Listen attentively to make decisions about purpose and content of verbal communication and nonverbal cues.						9-12.Spech.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.
														9-12.Spech.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

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Standard 6: Communication (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech	
Goal 6.1: Acquire Listening Skills (continued from previous page)	K.LA.6.1.4.A- Listen to gain information from others.	1.LA.6.1.4.A- Listen to gain information from others.	2.LA.6.1.4.A- Listen to gain information from others.	3.LA.6.1.4.A- Listen to repeat information from a variety of sources.	4.LA.6.1.3.A- Listen to gain information from a variety of sources.	5.LA.6.1.3.A- Listen to gain information from a variety of sources.	6.LA.6.1.4.A- Listen to gain information from a variety of sources.	7.LA.6.1.4.A- Listen to acquire and summarize information from a source.						9-12.Speh.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).	
Goal 6.2: Acquire Speaking Skills	K.LA.6.2.1.A- Share information and ideas in complete thoughts.	1.LA.6.2.1.A- Ask questions.	2.LA.6.2.1.A- Ask questions about stories.	3.LA.6.2.1.A- Ask questions about stories.	4.LA.6.2.1.A- Ask questions and respond to questions.	5.LA.6.2.1.A- Ask questions to seek information.	6.LA.6.2.1.A- Ask questions to acquire information.	7.LA.6.2.1.A- Ask questions to elicit information from a speaker.	8.LA.6.2.1.A- Paraphrase a speaker's point of view and ask questions concerning the speaker's content and feeling toward the subject.	Objectives included in Grade 9-12 Speech.	9-12.Speh.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations; anecdotes; and references to authoritative sources.				
	K.LA.6.2.2.A- Name one object that is related to a concept. ▲ Name the category in which the object belongs. ■ Name a function of the object. ◆ Name one attribute.	1.LA.6.2.2.A- Restate a simple one-step direction.	2.LA.6.2.2.A- Repeat information that has been shared orally by others.	3.LA.6.2.2.A- Repeat information that has been shared orally by others.	4.LA.6.2.2.A- Initiate interactions to deliver information about an idea or event.	5.LA.6.2.2.A- Initiate interactions to deliver information about an idea or event.	6.LA.6.2.2.A- Emphasize important information in interactions with others.	7.LA.6.2.2.A- Deliver informative presentations that: ▲ Deliver relevant information about a focused topic. ■ Appeal to the interests of the audience. ◆ Use strategies to make the presentation engaging to the audience.	8.LA.6.2.2.A- Deliver oral summaries of articles that: ▲ Include the main ideas ■ State ideas in own words						9-12.Speh.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
		1.LA.6.2.3.A- Stay on topic when speaking.	2.LA.6.2.3.A- Stay on topic when speaking.	3.LA.6.2.3.A- Participate in simple oral presentations with a clear focus.	4.LA.6.2.3.A- Participate in oral presentations to maintain a clear focus.	5.LA.6.2.3.A- Maintain interaction that has a clear focus.	6.LA.6.2.3.A- Organize oral presentations.	7.LA.6.2.3.A- Organize oral presentations to maintain a clear focus.	8.LA.6.2.3.A- Organize oral presentations to maintain a clear focus.					9-12.Speh.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	

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Goal 6.2: Acquire Speaking Skills (continued from previous page)	K.LA.6.2.3.A-Participate in reciting short poems, rhymes, and songs.	1.LA.6.2.4.A-Recite short poems, rhymes, and songs.	2.LA.6.2.4.A-Retell experiences that follow a simple sequence of events.	3.LA.6.2.4.A-Retell stories or experiences that follow a simple sequence of events.	4.LA.6.2.4.A-Deliver narrative (story) presentations to convey memories about an event or experience.	5.LA.6.2.4.A-Use communication system to convey important events and details.	6.LA.6.2.4.A-Deliver narrative presentations that include sensory details and establish a point of view.	7.LA.6.2.4.A-Deliver narrative presentations that include context and a point of view.	8.LA.6.2.4.A-Deliver persuasive presentations that: <ul style="list-style-type: none">▲ Include a position on the topic.▲ Differentiate fact from opinion and support arguments with examples					9-12.Speh.6.2.4-Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
	K.LA.6.2.4.A-Tell an experience in a 2-step sequence.	1.LA.6.2.5.A-Use descriptive words when speaking about people and things.	2.LA.6.2.5.A-Communicate at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	3.LA.6.2.5.A-Speak clearly (verbal, sign, augmentative device) at an appropriate pace for the type of communication (e.g., request, refusal, greeting, report to the class, etc.).	4.LA.6.2.5.A-Engage the audience with appropriate words, facial expressions, or gestures.	5.LA.6.2.5.A-Use appropriate verbal or nonverbal techniques to maintain audience interest.	6.LA.6.2.5.A-Use appropriate verbal or nonverbal techniques to maintain audience interest.	7.LA.6.2.5.A-Use appropriate verbal or nonverbal techniques that include effective verbal and non-verbal communication.	8.LA.6.2.5.A-Use appropriate verbal or nonverbal techniques that include effective verbal and non-verbal communication.					9-12.Speh.6.2.5-Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.
							6.LA.6.2.6.A-Deliver oral responses to literature.	7.LA.6.2.6.A-Deliver oral response to literature that: <ul style="list-style-type: none">▲ Interpret a reading.▲ Connect personal responses to specific textual references.	8.LA.6.2.6.A-Deliver oral response to literature that: <ul style="list-style-type: none">▲ Interpret a reading.▲ Connect personal responses to specific textual references.					9-12.Speh.6.2.6-Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.
														9-12.Speh.6.2.7-Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.

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Standard 6: Communication (continued)

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Goal 6.2: Acquire Speaking Skills <i>(continued from previous page)</i>														
														9-12.Spell.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
														9-12.Spell.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.
														9-12.Spell.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.3: Acquire Viewing Skills	K.LA.6.3.1.A- Attend to different media.	I.LA.6.3.1.A- Identify the main idea of media-presentations.	2.I.LA.6.3.1.A- Demonstrate awareness of different media.	3.I.LA.6.3.1.A- Identify grade-appropriate traditional and non print media as sources of information	4.I.LA.6.3.1.A- Identify similarities in a variety of viewed media.	5.I.LA.6.3.1.A- Utilize different media as sources of entertainment.	6.I.LA.6.3.1.A View media as source for information, entertainment, and persuasion appropriate to grade level.	7.I.LA.6.3.1.A View media appropriate to grade level; to analyze as source for information, entertainment, and persuasion appropriate to grade level.	8.I.LA.6.3.1.A View media appropriate to grade level; to analyze as source for information, entertainment, and persuasion appropriate to grade level.	Objectives included in Grade 9-12 Speech:	9-12.Spech.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising, stereotyping, visual representations, special effects, language).			
					4.I.LA.6.3.2.A- Identify information from graphics, pictures, and charts appropriate to grade level.	5.I.LA.6.3.2.A- Use organizational features in media to access information (e.g., graphics, objects, charts, etc) to appropriate grade-level.	6.I.LA.6.3.2.A- Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	7.I.LA.6.3.2.A- Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	8.I.LA.6.3.2.A- Interpret various ways in which visual image-makers (e.g., graphic artists, illustrators, and news photographers) communicate information				9-12.Spech.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections; creating images of leaders; shaping attitudes) at the local, state, and national levels.	
	K.LA.6.3.2.A- Attend to the main idea of media-presentations.	I.LA.6.3.2.A- Identify details from media-presentations.	2.I.LA.6.3.2.A- Identify main concepts and/or details from information viewed.	3.I.LA.6.3.2.A- Recognize media that focuses personal attention on events and informing their opinion.	4.I.LA.6.3.3.A- Recognize media that focuses personal attention on events and informing their opinion.	5.I.LA.6.3.3.A View media to evaluate and make appropriate choices.	6.I.LA.6.3.3.A View media to evaluate and make appropriate choices.	7.I.LA.6.3.3.A View media to evaluate and make appropriate choices.	8.I.LA.6.3.3.A View media to evaluate and make appropriate choices.					9-12.Spech.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.
	K.LA.6.3.3.A- Participate in differentiating between real and imaginary in media-presentations.	I.LA.6.3.3.A- Participate in differentiating between real and imaginary in media-presentations.	2.I.LA.6.3.3.A- Participate in differentiating between real and imaginary in media-presentations.	3.I.LA.6.3.3.A- Identify an opinion in media-presentations.	4.I.LA.6.3.4.A- Identify an opinion in media-presentations.	5.I.LA.6.3.4.A- Identify the purpose of verbal communication and non-verbal cues.	6.I.LA.6.3.4.A- Identify the content and purpose of verbal communication and non-verbal cues.	7.I.LA.6.3.4.A- Evaluate the content and purpose of verbal communication and non-verbal cues.	8.I.LA.6.3.4.A- Evaluate the content and purpose of verbal communication and non-verbal cues.					9-12.Spech.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, and documentaries; and online information) cover the same event.

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.3: Acquire Viewing Skills (continued from previous page)						5.LA.6.3.5.A Use multiple visual tools to produce print or non-print visuals.	6.LA.6.3.5.A Use a variety of resources to produce visuals in order to communicate to an audience.	7.LA.6.3.5.A Use a variety of resources to produce visuals in order to communicate to an audience.	8.LA.6.3.5.A Use a variety of resources to produce visuals that deliver information.					9-12.Spech.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.

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IDAHO EXTENDED CONTENT STANDARDS
MATHEMATICS

Standard 1: Number and Operation

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.1: Understand and use numbers.	K.M.1.1.1A Recognize symbolic expressions as numbers	I.M.1.1.1A Indicate recognition of various #'s in environments	2.M.1.1.1A Demonstrate knowledge of the numeration system by counting forward by 1's								
	K.M.1.1.2A Demonstrate 1:1 correspondence	I.M.1.1.2A Communicate and demonstrate physical representations for numbers up to 5.	2.M.1.1.2A Communicate and demonstrate whole numbers in order up to 40	3.M.1.1.1A Identify whole numbers in order up to 30, using a number line when necessary	4.M.1.1.1A Communicate and demonstrate whole numbers in order up to 50, using a number line or chart when necessary	5.M.1.1.1A Communicate and demonstrate whole numbers to 100 and decimal numbers to hundredths	6.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers and decimals	7.M.1.1.1A Recognize the magnitude of difference between small and large fractions	8.M.1.1.1A Recognize the magnitude of difference between small and large percents	9.M.1.1.1A Recognize the magnitudes and relative magnitudes of whole numbers, decimals, fractions, and percents	10.M.1.1.1A Compare magnitudes and relative magnitudes of whole numbers, decimals, fractions, and percents
		I.M.1.1.3A Show the symbolic representation of the ones place value	2.M.1.1.3A Show the symbolic representation of the tens place value	3.M.1.1.2A Identify place value of numbers through 30	4.M.1.1.2 A Identify place value of numbers through 50	5.M.1.1.2A Identify place value for whole numbers to 100 and decimal numbers to hundredths	6.M.1.1.2 A Recognize corresponding common fractions and decimals	7.M.1.1.2 A Recognize corresponding common fractions and percents	8.M.1.1.2 A Identify the parts of a ratio in real world situations	9.M.1.1.2 A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations	10.M.1.1.2A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations
	K.M.1.1.3A Identify coins as money	I.M.1.1.4A Sort coins by identity	2.M.1.1.4 A Identify and demonstrate the value of pennies and nickels	3.M.1.1.3 A Sort coins and one bill by identity and value	4.M.1.1.3 A Count the value of a collection of pennies, nickels, dimes and up to \$1.00	5.M.1.1.3A Sort dollar denominations and use whole dollar estimation up to \$10.00					
				3.M.1.1.4 A Recognize commonly used fractions using concrete materials	4.M.1.1.4A Communicate and demonstrate commonly used fractions with symbolic representations	5.M.1.1.4A Compare commonly used fractions with symbolic representations					
						6.M.1.1.3A Create a number line with positive rational numbers	7.M.1.1.3A Create a number line with positive rational numbers	8.M.1.1.3 A Identify position of positive rational numbers on a number line			
				4.M.1.1.5A The student will recognize the value of common coins and the dollar	5.M.1.1.5A Match simple, equivalent units of measurement in the U.S. Customary system	6.M.1.1.4A Match basic equivalent decimals and fractions ie .25 = 1/4	7.M.1.1.4A Recognize exponents as a representation of a very large number	8.M.1.1.4A Recognize exponents as a representation of a very large number	9.M.1.1.3 A Recognize exponents as a representation of a very large number	10.M.1.1.3A Recognize exponents as a representation of a very large number	
									9.M.1.1.4A	10.M.1.1.4A	

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Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.1: Understand and use numbers (continued from previous page)						5.M.1.1.6 A Use repeated addition to demonstrate prime numbers in multiplication.	6.M.1.1.5 A Use repeated addition models to match the Least Common Multiple (LCM) and the Greatest Common Factor (GCF).	7.M.1.1.5 A Use repeated addition models to demonstrate prime numbers or factorization in multiplication.	8.M.1.1.5 A Use repeated addition models to demonstrate primes, composites, prime factorization, LCM, or GCF.	9.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.	10.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.
	K.M.1.1.4 A Identify a problem that can be solved. Given options, match the appropriate solution to solve a problem.	1.M.1.1.5 Given options, match the appropriate solution to solve a problem.	2.M.1.1.5 A Demonstrate the ability to solve simple problems.	3.M.1.1.5 A Recognize and demonstrate the appropriate problem-solving strategy to solve problems.	4.M.1.1.6 A Choose appropriate application to solve a problem.	5.M.1.1.7 A Choose appropriate application to solve a problem.	6.M.1.1.6 A Recognize and demonstrate the appropriate problem-solving strategy to solve a multi-step problem.	7.M.1.1.6 A Identify pertinent information needed to solve a one-step problem.	8.M.1.1.6 A Identify pertinent information needed to solve a multi-step problem.		
							6.M.1.1.7 A Identify positive and negative numbers in real world situations.	7.M.1.1.7 A Identify positive and negative numbers in real world situations.	8.M.1.1.7 A Identify positive and negative numbers in real world situations.		
	K.M.1.1.5 A Attend to appropriate math vocabulary terms, i.e. more, less, next, first.	1.M.1.1.6 A Attend to appropriate math vocabulary terms.	2.M.1.1.6 A Attend to appropriate math vocabulary terms.	3.M.1.1.6 A Recognize appropriate math vocabulary terms.	4.M.1.1.7 A Recognize appropriate vocabulary.	5.M.1.1.8 A Recognize appropriate vocabulary.	6.M.1.1.8 A Use appropriate vocabulary.	7.M.1.1.8 A Use appropriate vocabulary.	8.M.1.1.8 A Use appropriate vocabulary.	9.M.1.1.6 A Use appropriate vocabulary.	10.M.1.1.6 A Use appropriate vocabulary.
Goal 1.2: Perform computations accurately.	K.M.1.2.1 A Demonstrate knowledge of the concept more or less	1.M.1.2.1 A Use objects, pictures, or symbolic systems to explore addition or subtraction	2.M.1.2.1 A Use objects, pictures, or symbolic systems to explore addition or subtraction problems to 10	3.M.1.2.1 A Use objects, pictures, or symbolic systems to solve addition or subtraction problems to 48	4.M.1.2.1 A Explore single digit multiplication for 1's—10's through symbolic concrete systems	5.M.1.2.1 A Explore single digit multiplication for 1's—10's through symbolic concrete systems	6.M.1.2.1 A Introduce the use of a multiplication chart to solve multiplication and division problems.	7.M.1.2.1 A Match common equivalent fractions, decimals, and percents i.e. half (1/2, .50 or 50%)	8.M.1.2.1 A Match common equivalent fractions, decimals, and percents i.e. halves, fourths, and tenths.		
		1.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to five.	2.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to ten.	3.M.1.2.2 A Explore adding and subtracting with regrouping using manipulatives.	4.M.1.2.2 A Add and subtract whole numbers, with or without the use of manipulatives.	5.M.1.2.2 A Identify numbers with decimals have a part of a whole, e.g. money, using coins and dollars	6.M.1.2.2 A Add, subtract, multiply or divide single digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.	7.M.1.2.2 A Add, subtract, multiply or divide rational numbers, with or without the use of a calculator or manipulatives.	8.M.1.2.2 A Add, subtract, multiply or divide rational numbers, with or without the use of a calculator or manipulatives.		
		2.M.1.2.3 A Count three groups of objects, pictures or symbolic system to identify total quantity up to five.	3.M.1.2.3 A Count three groups of objects, pictures or symbolic system to identify total quantity up to ten.								
		1.M.1.2.3 A Recognize the concept of subtraction (less) using concrete objects, pictures, or symbols.	2.M.1.2.4 A Use manipulatives for adding/subtracting.	3.M.1.2.4 A Explore multiplication through the manipulation of adding repeated sets	4.M.1.2.3 A Explore multiplication through the manipulation of adding repeated sets and division by separating sets into equal parts	5.M.1.2.3 A Explore division through the manipulation of dividing a whole into repeated equal sets		7.M.1.2.3 A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items; use a tray to count multiples of equal groups.	8.M.1.2.3 A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items; use a tray to count multiples of equal groups.		
					4.M.1.2.4 A Identify that "a whole" can be divided to create "smaller pieces" and the pieces can be added to create a whole again.	5.M.1.2.4 A Recognize common small pieces or fractions to fourths can be subtracted from the whole.					

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
Goal 1.2: Perform computations accurately. (continued from previous page)					4.M.1.2.5.A Demonstrate knowledge to add a collection of dollars using the decimal point symbol							
						5.M.1.2.5.A Solve single addition and subtraction problems that include parentheses, using calculator or manipulatives if necessary.	6.M.1.2.3.A Solve single digit addition and subtraction problems using an order of operations, with or without calculators or manipulatives	7.M.1.2.4.A Solve single digit addition, subtraction and multiplication problems that include parentheses, using calculator or manipulatives if necessary.	8.M.1.2.4.A Solve single digit addition, subtraction and multiplication problems using an order of operations, with or without calculator or manipulatives.	9.M.1.2.1.A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.	10.M.1.2.1.A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.	
					3.M.1.2.5.A Use concrete objects or symbolic systems to solve addition and subtractions problems	4.M.1.2.6.A Use concrete objects or symbolic systems to solve addition or subtractions problems	5.M.1.2.6.A Use concrete objects, symbolic systems or calculator to solve addition or subtractions problems	6.M.1.2.4.A Use concrete objects, symbolic systems or calculator to solve addition or subtractions problems	7.M.1.2.5.A Use concrete objects, symbolic systems or calculator to solve addition or subtractions problems	8.M.1.2.5.A Use concrete objects, symbolic systems or calculator to solve addition or subtractions problems		
					3.M.1.2.6.A Select appropriate operations to solve one-step addition or subtraction word or symbolic problems.	4.M.1.2.7.A Select appropriate operations to solve one-step addition or subtraction word or symbolic problems.	5.M.1.2.7.A Use a variety of strategies to solve real-life problems.	6.M.1.2.5.A Use a variety of strategies to solve real-life problems.	7.M.1.2.6.A Use a variety of strategies to solve real-life problems.	8.M.1.2.6.A Use a variety of strategies to solve real-life problems.		
	K.M.1.2.2.A Attend to appropriate math vocabulary terms	1.M.1.2.4.A Attend to appropriate math vocabulary terms	2.M.1.2.5.A Attend to appropriate math vocabulary terms	3.M.1.2.7.A Recognize appropriate math vocabulary terms	4.M.1.2.8.A Recognize appropriate vocabulary.	5.M.1.2.8.A Recognize appropriate vocabulary.	6.M.1.2.6.A Use appropriate vocabulary.	7.M.1.2.7.A Use appropriate vocabulary.	8.M.1.2.7.A Use appropriate vocabulary.			
Goal 1.3: Estimate and judge reasonableness of results.	K.M.1.3.1.A Match objects of corresponding size	1.M.1.3.1.A Identifying objects of corresponding size	2.M.1.3.2.A Estimate a quantity of objects when shown a set of 10.	3.M.1.3.1.A Estimate to predict sums and differences.	4.M.1.3.1.A Estimate to predict sums and differences	5.M.1.3.1.A Estimate to predict results or amounts.	6.M.1.3.1.A Estimate to select a reasonable answer to a real world problem involving whole numbers.	7.M.1.3.1.A Use estimation to select a reasonable answer to a real world problem involving whole numbers.	8.M.1.3.1.A Use estimation to select a reasonable answer to a real world problem involving whole numbers.			
	K.M.1.3.2.A Attend to quantity or size of objects during estimation activities.	1.M.1.3.2.A Attend to quantity or size of objects during estimation activities.	2.M.1.3.2.A Use estimation skills or determine reasonableness across daily activities.	3.M.1.3.2.A Use estimation to evaluate reasonableness of a sum.	4.M.1.3.2.A Use estimation skills across daily activities.	5.M.1.3.2.A Identify daily activities where estimation is appropriate.	6.M.1.3.2.A Identify daily activities where estimation is appropriate.	7.M.1.3.2.A Identify daily activities where estimation is appropriate.	8.M.1.3.2.A Identify daily activities where estimation is appropriate.	9.M.1.3.1.A Identify daily activities where estimation is appropriate.	10.M.1.3.1.A Identify daily activities where estimation is appropriate.	
						5.M.1.3.3.A Determine over and under estimations in daily living activities.	6.M.1.3.3.A Explore over and under estimation through daily living activities.	7.M.1.3.3.A Explore over and under estimation through daily living activities.	8.M.1.3.3.A Explore over and under estimation through daily living activities.	9.M.1.3.2.A Explore over and under estimation through daily living activities.	10.M.1.3.2.A Explore over and under estimation through daily living activities.	
					3.M.1.3.3.A Investigate the use of a calculator to solve simple problems.	4.M.1.3.3.A Investigate the use of a calculator to solve problems.	5.M.1.3.4.A Use a calculator to solve problems.	6.M.1.3.4.A Use assistive technology to solve problems	7.M.1.3.4.A Use assistive technology to solve problems	8.M.1.3.4.A Use assistive technology to solve problems		

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Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.3: Estimate and judge reasonableness of results. (continued from previous page)						5.M.I.3.5.A Formulate a guess to a problem.	6.M.I.3.5.A Formulate a guess to a problem.	7.M.I.3.5.A Formulate a guess to a problem and then show why it seems to be true.	8.M.I.3.5.A Formulate a guess to a problem and then show why it seems to be true.		
	K.M.I.3.3.A Attend to appropriate vocabulary.	I.M.I.3.3.A Attend to appropriate vocabulary.	2.M.I.3.3.A Attend to appropriate vocabulary.	3.M.I.3.4.A Recognize appropriate vocabulary.	4.M.I.3.4.A Recognize appropriate vocabulary.	5.M.I.3.6.A Recognize appropriate vocabulary.	6.M.I.3.6.A Use appropriate vocabulary.	7.M.I.3.6.A Use appropriate vocabulary.	8.M.I.3.6.A Use appropriate vocabulary.		

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Standard 2: Concepts and Principles of Measurement

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.1: Understand and use U.S.- customary and metric measurements.	K.M.2.I.1.A Match sizes of objects (e.g., longer, shorter, larger, smaller).	I.M.2.I.1.A Match sizes of objects given an attribute (e.g., longer, shorter, larger, smaller).	2.M.2.I.1.A Compare objects given and attribute, e.g., lengths, sizes, weight, time.	3.M.2.I.1.A Use appropriate tools or non standard units to measure length or temperature	4.M.2.I.1.A Identify the standard tools to make formal measurements of length, time, temperature, and weight.	5.M.2.I.1.A Select the appropriate units and tools to make formal measurements of length, temperature, weight.	6.M.2.I.1.A Select and use appropriate units and tools to make formal measurements of length, temperature, weight.	7.M.2.I.1.A Select and use appropriate units and tools to make formal measurements.	8.M.2.I.1.A Select and use appropriate units and tools to make formal measurements.		
	K.M.2.I.2.A Estimate an attribute of an object.	I.M.2.I.2.A Estimate an attribute of an object using non-standard units, i.e. as big as..., same size as....	2.M.2.I.2.A Estimate time using non-standard or standard units.	3.M.2.I.2.A Estimate time and weight using non-standard or standard units in real world problems.	4.M.2.I.2.A Estimate length, time, weight, and temperature in real-world problems.	5.M.2.I.2.A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	6.M.2.I.2.A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	7.M.2.I.2.A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	8.M.2.I.2.A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.		
		I.M.2.I.3.A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	2.M.2.I.3.A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	3.M.2.I.3.A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	4.M.2.I.3.A Match time to a specific activity (e.g. bell or board schedule)	5.M.2.I.3.A Tell time using a digital or analog clock.					
			2.M.2.I.4.A Select the most appropriate activity given the time of the day.	3.M.2.I.4.A Identify real world problems related to time.	4.M.2.I.4.A Identify real world problems related to time.	5.M.2.I.4.A Identify real world problems related to elapsed time.	6.M.2.I.4.A Identify real world problems related to elapsed time.				
								7.M.2.I.3.A Estimate and understand volume permanence in real-world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.	8.M.2.I.3.A Estimate and understand volume permanence in real-world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.		
						5.M.2.I.5.A Recognize the concept of around (perimeter) for simple polygons, i.e. rectangle and squares.	6.M.2.I.4.A Recognize the concept of around (perimeter and circumference) for simple shapes, i.e. circle, triangle	7.M.2.I.4.A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball	8.M.2.I.4.A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball	9.M.2.I.1.A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball	10.M.2.I.1.A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball

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Standard 2: Concepts and Principles of Measurement (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.1: Understand and use U.S.- customary and metric measurements (continued from previous page)				3.M.2.1.5 A Identify a unit of measurement within the U.S.- customary system or within the metric system.	4.M.2.1.5 A Use a unit of measurement within the U.S.- customary system or within the metric system.	5.M.2.1.6 A Match equivalent units of measurement within the U.S.- customary system.	6.M.2.1.5 A Identify equivalent units of measurement.	7.M.2.1.5 A Identify equivalent units of measurement.	8.M.2.1.5 A Identify equivalent units of measurement.		
	K.M.2.1.3 A Identify a calendar and how the days of the week are represented.	1.M.2.1.4 AA Identify a calendar and how the days of the week are represented.	2.M.2.1.5 Identify a calendar and how the days of the week are represented.	3.M.2.1.6 A Identify equivalent units of time in days, weeks, or months.	4.M.2.1.6 A Identify how months of the year are presented in a calendar.	5.M.2.1.7 A Use a calendar in daily-life activities.					
					4.M.2.1.7 A Match simple, equivalent units of measurement in the U.S. Customary system.	5.M.2.1.8 A Match equivalent units of weight and volume.	6.M.2.1.6 A Identify the location of perimeter and area with rectangles.	7.M.2.1.6 A Calculate simple problems with perimeter or area of rectangles and triangles.	8.M.2.1.6 A Solve problems involving perimeter and area of rectangles.	9.M.2.1.2 A Given a formula, students solve simple problems involving perimeter or area with or without a calculator or manipulatives.	10.M.2.1.2 A Solve problems involving perimeter and area of triangles or rectangles.
	K.M.2.1.4 A Attend to appropriate vocabulary.	1.M.2.1.5 A Attend to appropriate vocabulary.	2.M.2.1.6 A Attend to appropriate vocabulary.	3.M.2.1.7 A Recognize appropriate vocabulary.	4.M.2.1.8 A Recognize appropriate vocabulary.	5.M.2.1.9 A Use appropriate vocabulary.	6.M.2.1.7 A Use appropriate vocabulary.	7.M.2.1.7 A Use appropriate vocabulary.	8.M.2.1.7 A Use appropriate vocabulary.		
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.M.2.2.1 A Match a concrete representation to a simple ratio, i.e. 1 sandwich to 2 people	7.M.2.2.1 A Match a rate (how often) represented in a real-world situation, i.e. 2 boys to 1 girl in the class once a day.	8.M.2.2.1 A Identify ratios in real-world situations, i.e. 2 boys to 1 girl in the class.	9.M.2.2.1 A Identify proportions in real-world situations, i.e. size, number or amount of an object or group compared to another.	10.M.2.2.1 A Recognize rates, ratios, or proportions, in real-world situations.
								7.M.2.2.2 A Apply a rate to a real-world situation	8.M.2.2.2 A Apply a ratio to a real-world situation	9.M.2.2.2 A Apply the concept of a rate to a real-world situation	10.M.2.2.2 A Apply rates, ratios, or proportion to real-world situations.
										9.M.2.2.3 A Identify simple equivalent units of measurements.	10.M.2.2.3 A Identify equivalent units, comparable units, or conversions.
Goal 2.3: Apply dimensional analysis.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	7.M.2.3.1 A Match simple measurement units to dimensions, i.e. lbs to weight, feet to height, cups to volume	8.M.2.3.1 A Apply simple measurement units to dimensions in real-world applications involving length, area, capacity, weight, time, and temperature.	9.M.2.3.1 A Apply simple measurement units to dimensions in real-world applications involving length, area, capacity, weight, time, and temperature.	10.M.2.3.1 A Apply simple measurement units to dimensions in real-world applications involving length, area, capacity, weight, time, and temperature.

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Standard 2: Concepts and Principles of Measurement (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.4: Apply appropriate techniques and tools to determine measurements.	No objectives at this grade level.	9.M.2.4.1.A Select and use an appropriate measurement tool correctly.	10.M.2.4.1.A Select and use an appropriate measurement tool correctly.								
									9.M.2.4.2.A Identify errors in measurement situations, i.e. gallons are measured instead of cups; feet instead of inches.	10.M.2.4.2.A Identify errors in measurement situations, i.e. gallons are measured instead of cups; feet instead of inches.	

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MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.		I.M.3.1.1A Express numbers using symbolic expression or a concrete system.	2.M.3.1.1A Express addition & subtraction problems using a concrete system.	3.M.3.1.1A Use concrete objects to symbolize multiple sets that would be reflected in a simple multiplication problem.	4.M.3.1.1A Express the concept of division using concrete objects or pictures.	5.M.3.1.1A Express the concept of division using concrete objects or pictures.	6.M.3.1.1A Identify a variable as an unknown quantity using a letter or symbol in a simple equation.	7.M.3.1.1A Use the idea of a variable as an unknown quantity using a letter or symbol in a simple equation.	8.M.3.1.1A Use the idea of a variable as an unknown quantity using a letter or symbol in simple equations or inequalities.	9.M.3.1.1A Use the idea of an unknown quantity as a variable in linear equations and inequalities.	10.M.3.1.1A Use the idea of an unknown quantity as a variable in expressions, linear equations and inequalities.
	K.M.3.1.1A Use concrete objects to symbolize a number or set.	I.M.3.1.2.A Substitute concrete objects (or symbolic expression) for a number.	2.M.3.1.2A Use concrete objects or pictures to symbolize a number sentence when given an addition word problem.	3.M.3.1.2A Using a geometric shape to represent a missing number, express an addition or subtraction real life problem that represents an unknown number.	4.M.3.1.2A Use concrete or symbolic system with a one step addition or subtraction real life problem that represents an unknown number.	5.M.3.1.2A Translate simple word statements into numeric expressions.	6.M.3.1.2A Translate simple word statements into numeric expressions.	7.M.3.1.2.A Translate simple word statements into numeric expressions.	8.M.3.1.2A Translate simple word statements and story problems into numeric expressions.		
			2.M.3.1.3.A Show the relationship between addends in fact families using concrete objects or pictures up to sums of 5.	3.M.3.1.3.A Express addition or subtraction statements for a fact family given two addends.	4.M.3.1.3.A Show the relationship between addition and subtraction in fact families using concrete objects or pictures.	5.M.3.1.3.A Show the relationship in fact families for mathematical operations.					
	K.M.3.1.2A Use more or less to indicate wanting to increase or decrease a quantity.	I.M.3.1.3.A Identify sets of concrete objects using vocabulary (less than, more than, equal to, more, less, same, bigger, smaller, etc.).	2.M.3.1.4.A Compare objects or pictures using the vocabulary (less than, more than, equal to, more, less, same, bigger, smaller, etc.)	3.M.3.1.4.A Compare objects or pictures using the vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.	4.M.3.1.4 Compare objects or pictures using the vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.	5.M.3.1.4.A Compare objects or pictures using vocabulary or symbols of " $<$ ", " $>$ ", and " $=$ " to express relationships.	6.M.3.1.3.A Identify relationships using vocabulary or symbols of " $<$ ", " $>$ ", and " $=$ ".	7.M.3.1.3.A Identify relationships using vocabulary or symbols of " $<$ ", " $>$ ", and " $=$ ".	8.M.3.1.3.A Identify relationships using vocabulary or symbols of " $<$ ", " $>$ ", and " $=$ ".		
Goal 3.2: Evaluate algebraic expressions.	No objectives at this grade level.	No objectives at this grade level.	2.M.3.2.1-A Use the commutative property of addition with concrete objects or pictures to solve simple problems (e.g., $1+2=3$ then $1+3=2$).	3.M.3.2.1.A Copy the commutative property of multiplication with products up to 6.	4.M.3.2.1.A Solve multiplication problems with the identity and zero property, with concrete objects if necessary.	5.M.3.2.1.A Use the following properties as they relate to addition and multiplication: commutative, identity, zero, or inverse.	6.M.3.2.1.A Use the following properties in evaluating numerical expressions: commutative, identity, zero, or inverse.	7.M.3.2.1.A Evaluate simple numeric and algebraic expressions using commutative, identity, zero, inverse properties.	8.M.3.2.1.A Evaluate the following properties in evaluating simple algebraic expressions: commutative, identity, zero, or inverse.	9.M.3.2.1.A Use appropriate procedures for solving simple algebraic expressions involving variables and rational numbers.	10.M.3.2.1.A Use appropriate procedures to solve a simple algebraic expression involving variables, integers, or rational numbers.
			2.M.3.2.2.A Match corresponding addition problems (e.g., $1+2=3$, then $2+1=3$).	3.M.3.2.2.A Identify math problems with the commutative property (e.g., If $1+2=3$, then $2+1=3$ or $1\times 2=2$ or $2\times 1=2$).			6.M.3.2.2.A Solve simple algebraic expressions.	7.M.3.2.2.A Solve two problems in the order of operations given.	8.M.3.2.2.A Solve two problems in the order of operations given.		
									8.M.3.2.3.A Simplify an addition expression.		

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Standard 3: Concepts and Language of Algebra and Functions (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.3: Solve algebraic equations and inequalities.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.3.3.1A Solve missing addend equations, using concrete objects when necessary.	4.M.3.3.1A Solve missing items or addends equations with symbols.	5.M.3.3.1A Solve missing addends or simple factor equations, using concrete objects or a calculator when necessary.	6.M.3.3.1A Solve one-step equations with whole numbers, using concrete objects or a calculator when necessary.	7.M.3.3.1A Solve one-step equations, such as $(1+2) = (2+2) = ?$	8.M.3.3.1A Solve one- and two-step equations, such as $(1+2) = (5-3) \text{ or } (2-2) \neq 0$	9.M.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3) \text{ or } (2-2) \neq 0$	10.M.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3) \text{ or } (2-2) \neq 0$
									8.M.3.3.2A Match a math problem with a pictorial representation.	9.M.3.3.2A Match a math problem with a pictorial representation.	10.M.3.3.2 A Match a math problem with a graphical representation.
Goal 3.4: Understand the concept of functions.	K.M.3.4.1.A Attend to a simple repeating pattern (e.g., red, blue, red, blue...)	1.M.3.4.1.A Replicate a simple repeating pattern (e.g., red, blue, red, blue...)	2.M.3.4.1.A Extend a simple repeating pattern (e.g., ABCABC...).	3.M.3.4.1.A Replicate a numerical pattern when given the +1 rule with addition (e.g., 1, 1+1, 2+1, 3+1, 4+1,...)	4.M.3.4.1.A Copy a pattern using whole numbers and the +1 rule and then extend the pattern.	5.M.3.4.1.A Identify a simple pattern using whole numbers or fractions as inputs.	6.M.3.4.1.A Identify a simple pattern involving rational numbers, including decimals, as inputs.	7.M.3.4.1.A Extend simple patterns involving rational numbers, including decimals, as inputs.	8.M.3.4.1.A Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.		
							6.M.3.4.2.A Extend whole number patterns, using manipulatives and pictorial representations if needed.				
							6.M.3.4.3.A Identify change in quantity in real-world context.	7.M.3.4.2.A Identify when a change in one quantity impacts a change in another, and identify the relationship as a positive, negative, or neither.	8.M.3.4.2.A Indicate when a change in one quantity may result in a change in another, and identify the relationship as a positive, negative, or neither.	9.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$	10.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$
	K.M.3.4.2.A Attend to appropriate vocabulary.	1.M.3.4.2.A Attend to appropriate vocabulary.	2.M.3.4.2.A Attend to appropriate vocabulary.	3.M.3.4.2.A Recognize appropriate vocabulary.	4.M.3.4.2A Recognize appropriate vocabulary.	5.M.3.4.2.A Recognize appropriate vocabulary.	6.M.3.4.4.A Use appropriate vocabulary.	7.M.3.4.3.A Use appropriate vocabulary.	8.M.3.4.3A Use appropriate vocabulary.		

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Standard 3: Concepts and Language of Algebra and Functions (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.5: Represent equations, inequalities, and functions in a variety of formats.	No objectives at this grade level.	No objectives at this grade level.	7.M.3.5.1.A Identify a graphic or pictorial representation of a set, using concrete manipulatives when necessary.	8.M.3.5.1.A Show a simple graphic or pictorial representation of a set, using concrete manipulatives when necessary.	9.M.3.5.1.A Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.	10.M.3.5.1 Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.					
										9.M.3.5.2 Evaluate functions written in functional notation.	10.M.3.5.2 Evaluate functions written in functional notation.
										9.M.3.5.3 Given a function, identify domain and range.	10.M.3.5.3 Given a function, identify domain and range.
Goal 3.6: Apply functions to a variety of problems.	No objectives at this grade level.	8.M.3.6.1.A Use concrete manipulatives to represent a simple rule for a pattern.	6.M.3.6.1.A Use concrete manipulatives to represent a pattern and solve simple problems.	7.M.3.6.1.A Use patterns and linear functions that represent simple problems.	8.M.3.6.1.A Use patterns and mathematical functions to represent a problem.	9.M.3.6.1.A	10.M.3.6.1.A				
										9.M.3.6.2.A	10.M.3.6.2.A

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Standard 4: Concepts and Principles of Geometry

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 4.1: Apply concepts of size, shape, and spatial relationships.	K.M.4.1.1.A Recognize simple two-dimensional shapes—triangle, square, circle	1.M.4.1.1.A Recognize and sort two-dimensional shapes—triangle, square or circle	2.M.4.1.1.A Recognize, name, and sort the two-dimensional shapes of triangles, squares, and circles	3.M.4.1.1.A Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe the attributes.	4.M.4.1.1.A Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.	5.M.4.1.1.A Identify a polygon and develop vocabulary to describe the attributes.	6.M.4.1.1.A Recognize the difference between a one- and two-dimensional geometric figures, using their defining properties.	7.M.4.1.1.A Classify one- and two-dimensional geometric figures, using their defining properties.	8.M.4.1.1.A Classify one-, two-, and three-dimensional geometric figures, using their defining properties.		
	K.M.4.1.2.A Sort or classify objects.	1.M.4.1.2.A Sort or match objects by more than one attribute.	2.M.4.1.2.A Sort or classify objects by more than one attribute.			5.M.4.1.2.A Identify right or straight angles without formal measures.	6.M.4.1.2.A Identify and copy various angles and shapes using appropriate tools.	7.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.	8.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.		
						5.M.4.1.3.A Identify points, lines, and line segments.	6.M.4.1.3.A Differentiate between a line segment and a point.	7.M.4.1.3.A Differentiate between points, lines, rays, and angles.	8.M.4.1.3.A Differentiate between points, lines, rays, and angles.		
				3.M.4.1.2.A Recognize sliding and flipping of two-dimensional shapes.	4.M.4.1.2.A Recognize the results of sliding and flipping two-dimensional shapes.	5.M.4.1.4.A Identify when a two-dimensional shape has been flipped or rotated.	6.M.4.1.4.A Differentiate between reflections, translations, or rotations on various shapes.	7.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.	8.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.		
			2.M.4.1.3.A Indicate a line of symmetry.	3.M.4.1.3.A Identify vertical or horizontal lines of symmetry.	4.M.4.1.3.A Identify a line of symmetry in two-dimensional shapes.	5.M.4.1.5.A Match shapes that are congruent, similar, or symmetrical.	6.M.4.1.5.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes.	7.M.4.1.5.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes.	8.M.4.1.5.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes.	9.M.4.1.1.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes.	10.M.4.1.1.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes.
									9.M.4.1.2.A Compare similarities as it relates to size variations in two- and three-dimensional objects.	10.M.4.1.2.A Compare similarity as it relates to size variations in two- and three-dimensional objects.	
					4.M.4.1.4.A Recognize perimeters and areas of rectangles and squares, using concrete objects.	5.M.4.1.6.A Indicate the difference between perimeter and area of a polygon.	6.M.4.1.6.A Recognize the difference in spatial relationships between two- and three-dimensional objects.	7.M.4.1.6.A Recognize the concept of surface area or volume (capacity).	8.M.4.1.6.A Recognize the concept of surface area and volume (capacity).		
	K.M.4.1.3.A Attend to appropriate vocabulary.	1.M.4.1.3.A Attend to appropriate vocabulary.	2.M.4.1.4.A Attend to appropriate vocabulary.	3.M.4.1.4.A Recognize appropriate vocabulary.	4.M.4.1.5.A Recognize appropriate vocabulary.	5.M.4.1.7.A Recognize appropriate vocabulary.	6.M.4.1.7.A Recognize appropriate vocabulary and symbols.	7.M.4.1.7.A Recognize appropriate vocabulary and symbols.	8.M.4.1.7.A Use appropriate vocabulary and symbols.		

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Standard 4: Concepts and Principles of Geometry (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 4.2: Apply the geometry of right triangles.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse.	10.M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse and the right angle.
Goal 4.3: Apply graphing in two dimensions.	K.M.4.3.1.A Identify the location of an object relative to another (e.g., next to, under, over, behind).	1.M.4.3.1.A Indicate whether a group of objects is more or less than a benchmark number (5 or less).	2.M.4.3.1.A Indicate whether a number is above or below a benchmark (number of 10 or less) on a number line.	3.M.4.3.1.A Identify the point of final destination given directions for movement using 1 to 5 on a horizontal positive number line.	4.M.4.3.1.A Identify the point of final destination given directions for movement using 1 to 5 on a vertical positive number line.	5.M.4.3.1.A Identify the difference between a point and a grid.	6.M.4.3.1.A Identify the first quadrant on a coordinate plane.	7.M.4.3.1.A Identify an ordered pair in the first quadrant on a coordinate plane.	8.M.4.3.1.A Identify or plot a point in the first quadrant on a coordinate plane.	9.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.	10.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.
										9.M.4.3.2.A Identify the trend with a given scatter plot.	10.M.4.3.2.A Identify the trend with a given scatter plot.
										9.M.4.3.3.A Identify positive or negative slope lines in the first quadrant of a grid.	10.M.4.3.3.A Identify positive and negative slope lines in the first quadrant of a grid.
Goal 4.4: Represent and graph linear relationships.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.4.4.1.A Create a graph and plot 2 ordered pairs.	10.M.4.4.1.A Create a graph and plot 2 ordered pairs.
										9.M.4.4.2.A Interpret a simple table or graph.	10.M.4.4.2.A Interpret a simple table or graph.
										9.M.4.4.3.A Identify an attribute of a slope or rate of change.	10.M.4.4.3.A
Goal 4.5: Use reasoning skills.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	10.M.4.5.1.A Identify the elements of a story problem to solve a mathematical equation.	

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MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 5.1: Understand data analysis.	K.M.5.1.1.A Identify information from real object graphs or simple pictographs.	I.M.5.1.1.A Identify information found in real object graphs or in pictographs to answer questions.	2.M.5.1.1.A Identify information found in simple bar graphs or pictographs.	3.M.5.1.1.A Interpret information found in simple bar graphs or circle graphs.	4.M.5.1.1.A Read and interpret simple line graph, bar graphs, or circle graph.	5.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	6.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	7.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	8.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	9.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	10.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.
							6.M.5.1.2.A Identify conclusions drawn from tables, charts, or graphs.	7.M.5.1.2.A Explain conclusions drawn from tables, charts, or graphs.	8.M.5.1.2.A Identify a conclusion drawn from tables, charts, or graphs.		
	K.M.5.1.2.A Attend to appropriate vocabulary.	I.M.5.1.2.A Attend to appropriate vocabulary.	2.M.5.1.2.A Attend to appropriate vocabulary.	3.M.5.1.2.A Recognize appropriate vocabulary.	4.M.5.1.2.A Recognize appropriate vocabulary.	5.M.5.1.2.A Recognize appropriate vocabulary.	6.M.5.1.3.A Use appropriate vocabulary.	7.M.5.1.3.A Use appropriate vocabulary.	8.M.5.1.3.A Use appropriate vocabulary.		
Goal 5.2: Collect, organize, and display data.	K.M.5.2.1.A Using a model, recreate a graph using real objects or pictorial representations.	I.M.5.2.1.A Use data in real object graphs or in pictographs to answer a question.	2.M.5.2.1.A Use data in bar graphs in order to answer a question.	3.M.5.2.1.A Organize and display data in bar graphs or circle graphs in order to answer a question.	4.M.5.2.1.A Organize data in a line graph, bar graph, or circle graph to answer a question.	5.M.5.2.1.A Organize and display the data in charts, bar graphs, and circle or line graphs using title, labels, and reasonable scales.	6.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs.	7.M.5.2.1.A Collect, organize, and display the data in charts or graphs.	8.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs.	9.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs.	10.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs.
			2.M.5.2.2.A Use tally marks, pictures, or objects to represent data.		4.M.5.2.2.A Display data in a bar graph using a title and reasonable scales.						
Goal 5.3: Apply simple statistical measurements.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.M.5.3.1.A Find the mode of a simple set of whole-number data using manipulatives when necessary.	5.M.5.3.1.A Find the median and mode with simple sets of arranged data between 1-9 using whole numbers.	6.M.5.3.1.A Find the median or mode with simple sets of data.	7.M.5.3.1.A Find the measure of central tendency—median and mode.	8.M.5.3.1.A Identify the mean, median, mode and range.	9.M.5.3.1.A Find the mean, median, mode and range.	10.M.5.3.1.A Use basic statistical concepts, including mean, median, mode or range.
					5.M.5.3.2.A Find the end points of the range of a set of data using whole numbers 1-10.	6.M.5.3.2.A Calculate the range of or locate distribution of data using whole numbers 1-10.	7.M.5.3.2.A Identify distribution of data, including range and frequency.	8.M.5.3.2.A Identify or locate distribution of data, including range, frequency, gaps, or clusters.	9.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.	10.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.	

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Standard 5: Data Analysis, Probability, and Statistics (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 5.4: Understand basic concepts of probability.	No objectives at this grade level.	4.M.5.4.1.A Predict the results of simple probability experiments using coins or spinners (e.g., 3 out of 6 choices).	5.M.5.4.1.A Predict results of simple probability experiments using coins and spinners.	6.M.5.4.1.A Perform and record results of simple probability experiments.	7.M.5.4.1.A Perform and record results of simple probability experiments.	8.M.5.4.1.A Reproduce a situation of probability using a common example of coin toss or rolling of die.	9.M.5.4.1.A Find probability based on an independent event (Lottery).	10.M.5.4.1.A Find probability based on a dependent event (Deal or No Deal).			
								7.M.5.4.2.A Recognize equally likely outcomes.	8.M.5.4.2.A Recognize equally likely outcomes.		
								7.M.5.4.3.A Identify events that have probability ranges from low to high extremes.	8.M.5.4.3.A Match probability range from low to high to situations.	9.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.	10.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.
						5.M.5.4.2.A Use the language of probability.	6.M.5.4.2.A Use the language of probability.	7.M.5.4.4.A Use the language of probability.	8.M.5.4.4.A Use the language of probability.		
Goal 5.5: Make predictions or decisions based on data.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.5.5.1.A Make predictions based on data.	4.M.5.5.1.A Make predictions based on data.	5.M.5.5.1.A Make predictions based on data.	6.M.5.5.1.A Make predictions based on data.	7.M.5.5.1.A Recognize predictions based on experimental probabilities.	8.M.5.5.1.A Recognize predictions based on randomness; chance, equally likely events, or probability.	9.M.5.5.1.A Make predictions based on randomness; chance, equally likely events, or probability.	10.M.5.5.1.A Make predictions based on randomness; chance, equally likely events, or probability.
									8.M.5.5.2.A Perform a statistical experiment and interpret results using tables, charts, or graphs to make predictions or decisions based on data.	9.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.	10.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.
								7.M.5.5.2.A Use appropriate vocabulary.	8.M.5.5.3.A Use appropriate vocabulary.	9.M.5.5.3.A Conduct and interpret results of statistical experiments.	10.M.5.5.3.A Conduct and interpret results of statistical experiments.

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IDAHO EXTENDED CONTENT STANDARDS
SCIENCE

Standard 1: Nature of Science

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9- 10 Biology
Goal 1.1: Understand Systems, Order, and Organization	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.1.1.A Match the parts of a system.	4.S.1.1.1.A Arrange and organize a group of related objects that form a whole.	5.S.1.1.1.A Sort items from different systems.	6.S.1.1.1.A Communicate different characteristics of systems.	7.S.1.1.1.A Arrange small systems as a part of a whole system.	8-9.PS.1.1.1.A Demonstrate understanding of a system.	8-9.ES.1.1.1.A Demonstrate understanding of a system..	9-10.B.1.1.1.A Demonstrate understanding of a system. .
								7.S.1.1.2.A Identify small systems that contribute to the function of the whole.	8-9.P.S.1.1.2.A Use a model to display order & organization to a given system.	8-9.ES.1.1.2.A Use a model to display order & organization to a given system.	9-10.B.1.1.2.A Use a model to display order & organization to a given system.
								7.S.1.1.3.A Identify different structures of an organisms, such as body parts, tissues, or organs			
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations	K.S.1.2.1.A Make and communicate observations.	I.S.1.2.1.A Make and communicate observations.	2.S.1.2.1.A Make observation and collect data.	3.S.1.2.1.A Make observations, collect and record data.	4.S.1.2.1.A Make and record observations and then communicate the collected data	5.S.1.2.1.A Use observations and data to make predictions.	6.S.1.2.1.A Respond to observations and data as recorded on a chart	7.S.1.2.1.A Compare and contrast relative data.	8-9.PS.1.2.1.A Compare and contrast relative data.	8-9.ES.1.2.1.A Compare and contrast relative data.	9-10.B.1.2.1.A Compare and contrast relative data.
				3.S.1.2.3.A Attend to and/or replicate scientific models.	4.S.1.2.2.A Identify when an observation is or an inference is made.	5.S.1.2.2.A Identify the difference between an observation and an inference.	6.S.1.2.2.A Identify relative data to use in an inference.	7.S.1.2.2.A Identify observation data to use in defendable inferences.			
					4.S.1.2.3.A Replicate or make models.	5.S.1.2.3.A Replicate or make a model to explain or demonstrate a concept.	6.S.1.2.3.A Replicate or make a model to explain or demonstrate a concept.	7.S.1.2.3.A Use models to explain or demonstrate a concept.	8-9.PS.1.2.2.A Use models to explain concepts or systems.	8-9.ES.1.2.2.A Use models to explain concepts or systems.	9-10.B.1.2.2.A Use models to explain concepts or systems.
									8-9.PS.1.2.3.A Develop a scientific explanation based on known data.	8-9.ES.1.2.3.A Develop a scientific explanation based on known data.	9-10.B.1.2.3.A Develop a scientific explanation based on known data.

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SCIENCE

Standard 1: Nature of Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 1.3: Understand Constancy, Change, and Measurement	K.S.1.3.1.A Measure in non-standard units.	I.S.1.3.1.A Measure in non-standard units.	2.S.1.3.1.A Measure in standard or non-standard units.	3.S.1.3.1.A Measure changes that occur.	4.S.1.3.1.A Communicate observed change.	5.S.1.3.1.A Demonstrate changes that occur in systems.	6.S.1.3.1.A Demonstrate changes that occur in systems.	7.S.1.3.1.A Identify systems that have been stable over time.	8-9.PS.1.3.1.A Measure changes that can occur in systems.	8-9.ES.1.3.1.A Measure changes that can occur in systems.	9-10.B.1.3.1.A Measure changes that can occur in and among systems.
								7.S.1.3.2.A Recognize changes that occur within systems.	8-9.PS.1.3.2.A Respond to changes that can occur in systems.	8-9.ES.1.3.2.A Respond to changes that can occur in systems.	9-10.B.1.3.2.A Respond to changes that can occur in and among systems.
				3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	6.S.1.3.2.A Measure in U.S. Customary System of Measurement or the metric system.	7.S.1.3.3.A Make measurements using appropriate tools in the metric or U.S. Customary System of Measurement.	8-9.PS.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.	8-9.ES.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.	9-10.B.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	K.S.1.4.1.A Demonstrate the concept of days.	I.S.1.4.1.A Demonstrate the concepts of yesterday, today, and tomorrow.	2.S.1.4.1.A Demonstrate the concepts of past, present, and future.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	Reference to objective 7.S.3.2.1	No objectives in Physical Science.	No objectives in Earth Science.	Reference to 7.S.3.2.1
Goal 1.5: Understand Concepts of Form and Function	No objectives at this grade level.	No objectives at this grade level.	2.S.1.5.1.A Sort objects by shape.	3.S.1.5.1.A Sort common objects by use.	4.S.1.5.1.A Communicate the relationship between shape and use.	5.S.1.5.1.A Respond how the shape or form of an object or system is frequently related to its use or function.	6.S.1.5.1.A Identifies how the shape or form of an object is frequently related to its use and/or function.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	K.S.1.6.1.A Make observations.	I.S.1.6.1.A Make and record observations.	2.S.1.6.2.A Make observations, collect, and record data.								
			2.S.1.6.1.A Respond to questions about observation.	3.S.1.6.1.A Generate questions about observations.	4.S.1.6.1.A Identify questions that can be answered by conducting scientific tests.	5.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments.	6.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments.	7.S.1.6.1.A Identify a control and a variable in an experiment.	8-9.PS.1.6.1 A Identify questions that can guide scientific investigations.	8-9.ES.1.6.1 A Identify questions that can guide scientific investigations.	9-10.B.1.6.1 A Identify questions that can guide scientific investigations.
				3.S.1.6.2.A Follow steps in scientific test.	4.S.1.6.2 .A Follow steps in scientific tests.	5.S.1.6.2.A Observe change in scientific investigations using a control and a variable.	6.S.1.6.2.A Observe change in scientific investigations using a control and variables.	7.S.1.6.2.A Use appropriate tools and techniques to gather and display data.	8-9.PS.1.6.2.A Communicate results of investigations.	8-9.ES.1.6.2.A Communicate results of investigations.	9-10.B.1.6.2.A Identify the basic components of an experiment design.

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SCIENCE

Standard 1: Nature of Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills (continued from previous page)			2.S.1.6.3.A Choose information for evidence.					7.S.1.6.3.A Use data in order to form conclusions.			
			3.S.1.6.3.A Use appropriate tools to gather data.	4.S.1.6.3.A Use appropriate tools to gather data.	5.S.1.6.3.A Use appropriate tools and techniques to gather and display data.	6.S.1.6.3.A Use appropriate tools and techniques to gather and display data.		8-9.PS.1.6.3.A Select and use appropriate technology to make investigations.	8-9.ES.1.6.3.A Select and use appropriate technology to make investigations.	9-10.B.1.6.3.A Select and use appropriate technology to make investigations.	
			2.S.1.6.4.A Communicate observations.	3.S.1.6.4.A Use data for a reasonable explanation.	4.S.1.6.4.A Use data for a reasonable explanation.	5.S.1.6.4.A Use data for a reasonable explanation.	6.S.1.6.4.A Use data for a reasonable explanation or prediction.	7.S.1.6.4.A Use evidence to accept or reject a hypothesis.	8-9.PS.1.6.4.A Construct explanations and/or models using evidence.	8-9.ES.1.6.4.A Construct explanations and/or models using evidence.	9-10.B.1.6.4.A Construct explanations and/or models using evidence.
			3.S.1.6.5.A Make simple predictions based on data.	4.S.1.6.5.A Make simple predictions based on data.	5.S.1.6.5.A State a prediction or hypothesis based on observations.	6.S.1.6.5.A Test a prediction or hypothesis based on observations.					
			3.S.1.6.6.A Select reasonable explanations.	4.S.1.6.6.A Select reasonable explanations.	5.S.1.6.6.A Compare reasonable explanations and predictions.		7.S.1.6.5.A Use reasonable explanations or predictions.	8-9.PS.1.6.5.A Select alternative explanations and models.	8-9.ES.1.6.5.A Select alternative explanations and models.	9-10.B.1.6.5.A Select alternative explanations and models.	
			3.S.1.6.7.A State a result of a test to others.	4.S.1.6.7.A Communicate results of tests to others.	5.S.1.6.7.A Communicate scientific procedures.	6.S.1.6.6.A Communicate scientific procedures and explanations.	7.S.1.6.6.A Communicate scientific procedures and explanations.	8-9.PS.1.6.6.A Communicate scientific procedures and explanations.	8-9.ES.1.6.6.A Communicate scientific procedures and explanations.	9-10.B.1.6.6.A Communicate scientific procedures and explanations.	
								8-9.PS.1.6.7.A Compare the differences among observations.	8-9.ES.1.6.7.A Compare the differences among observations.	9-10.B.1.6.7.A Compare the differences among observations.	
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	K.S.1.7.1.A Use cooperation and interaction skills.	I.S.1.7.1.A Demonstrate cooperation and interaction skills.	2.S.1.7.1.A Practice cooperation and interaction skills.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
Goal 1.8: Understand Technical Communication	K.S.1.8.1.A Follow one step instruction.	I.S.1.8.1.A Follow instructions.	2.S.1.8.1.A Follow instructions.	3.S.1.8.1.A Follow multi-step instructions.	4.S.1.8.1.A Follow multi-step instructions.	5.S.1.8.1.A Follow technical instructions.	6.S.1.8.1.A Follow technical instructions.	7.S.1.8.1.A Read and follow technical instructions.	8-9.PS.1.8.1.A Use graphs, charts, and diagrams.	8-9.ES.1.8.1.A Use graphs, charts, and diagrams.	9-10.B.1.8.1.A Use graphs, charts, and diagrams.

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IDAHO EXTENDED CONTENT STANDARDS
SCIENCE

Standard 2: Physical Science

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions	K.S.2.1.1.A Use senses to sort properties of matter.	I.S.2.1.1.A Identify properties of objects.	2.S.2.1.1.A Identify properties of an object.	3.S.2.1.2.A Observe & match physical properties to solids, liquids, or gases.		5.S.2.1.1.A Create mixtures.	6.S.2.1.1.A Compare mixtures.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
					4.S.2.1.2.A Observe the physical properties of solids, liquids, and gases.	5.S.2.1.2.A Describe the physical differences among solids, liquids, and gases.	6.S.2.1.2.A Identify properties of matter.				
				3.S.2.1.1.A Use instruments to measure properties.	4.S.2.1.1.A Use instruments to measure properties.						
				3.S.2.1.3.A Observe that heating and cooling can cause changes of state in common materials.	4.S.2.1.3.A Communicate the changes caused by heating and cooling materials.		6.S.2.1.4.A Describe the effects of temperature.				
							6.S.2.1.3.A Compare density of equal volumes of a solid and a liquid.				
						5.S.2.1.3.A Observe a physical change and how it relates to physical properties.	6.S.2.1.5.A Show a physical change and how it relates to its physical properties.				
Goal 2.2: Understand Concepts of Motion and Forces	No objectives at this grade level.	1.S.2.2.1.A Observe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall)	2.S.2.2.1.A Communicate how force affects the position and motion of objects.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.S.2.2.1.A Observe and identify the effects of different forces (gravity and friction) on speed or movement.	No objectives at this grade level.	8-9.PS.2.2.1.A Observe motion using Newton's Laws of Motion.	No objectives in Earth Science.	No objectives in Biology.
Goal 2.3: Understand the Total Energy in the Universe is Constant	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.2.3.1.A Observe potential and kinetic energy.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.3.1.A Show and communicate that energy can be transformed but cannot be created nor destroyed.	No objectives in Earth Science.	No objectives in Biology.
									8-9.PS.2.3.2.A Sort energy as potential and/or kinetic.		

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SCIENCE

Standard 2: Physical Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 2.4: Understand the Structure of Atoms	No objectives at this grade level.	8-9.PS.2.4.1.A Identify the location of protons, neutrons, and electrons.	No objectives in Earth Science.	No objectives in Biology.							
									8-9.PS.2.4.2.A Demonstrate a simple process of fission and fusion.		
									8-9.PS.2.4.3.A Identify a characteristic of an isotope		
									8-9.PS.2.4.4.A Identify matter that has basic electrical properties.		
									8-9.PS.2.4.5.A Identify matter that have magnetic properties		
Goal 2.5: Understand Chemical Reactions	No objectives at this grade level.	8-9.PS.2.5.1.A Observe and identify how chemicals react.	No objectives in Earth Science.	No objectives in Biology.							

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Standard 3: Biology

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 3.1: Understand the Theory of Biological Evolution	K.S.3.1.1.A Observe the characteristics of plants and animals.	I.S.3.1.1.A Observe the life cycle of a plant (seed, growth, death).	No objectives at this grade level.	3.S.3.1.1.A Identify when plants and animals adapt to their environment.	4.S.3.1.1.A Communicate how plants and animals adapt to their environment.	No objectives at this grade level.	No objectives at this grade level.	7.S.3.1.1.A Communicate how natural selection explains species change over time.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.1.1.A Show how a species has changed over time.
		I.S.3.1.2.A Sequence a simple life cycle of an animal (birth, development, death).			4.S.3.1.2.A Communicate the difference between vertebrate and invertebrate animals.						9-10.B.3.1.2.A Identify what happens to a species; when there is a little supply of resources or with offspring better able to survive and reproduce.
					4.S.3.1.3.A Sort into groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics.						
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	K.S.3.2.1.A Sort between living and non-living things.	I.S.3.2.1.A Observe that living things need food to survive.	2.S.3.2.1.A Identify basic needs of all living things (food, shelter, water, space).	3.S.3.2.1.A Select the energy needed for a living system to survive.	No objectives at this grade level.	5.S.3.2.1.A Communicate how plants need energy from the sun.	No objectives at this grade level.	7.S.3.2.1.A Identify that energy stored in food is primarily derived from the sun.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.2.1.A Show that matter tends to undergo spontaneous changes.
			2.S.3.2.2.A Match animals to their suitable habitats.	3.S.3.2.2.A Identify how energy requirements of plants and animals are different.				7.S.3.2.2.A Show how the availability of resources limits organisms.			9-10.B.3.2.2.A Show that organisms need continuous energy and matter to maintain life.
				3.S.3.2.3.A Organize a food chain.				7.S.3.2.3.A Illustrate how atoms and molecules make up living and nonliving resources in the environment.			9-10.B.3.2.3.A Identify the sun as the primary source of energy for life.
				3.S.3.2.4.A Develop a food web.				7.S.3.2.4.A Show how energy flows through the ecosystem in one direction.			9-10.B.3.2.4.A Identify that respiration involves the release of energy.

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Standard 3: Biology (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems (continued from previous page)											9-10.B.3.2.5 A Show how matter cycles and energy flows through a living system.
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things	No objectives at this grade level.	5.S.3.3.1.A Explore plant and animal cells.	6.S.3.3.1.A Identify the difference between cells, organs, organ systems and organisms.	7.S.3.3.1.A Sequence the relationships of cells, tissues, organs, organ systems, and organisms.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.3.1.A Identify a cell and its particular structures.				
							6.S.3.3.2.A Compare the structural differences between plant and animal cells.	7.S.3.3.2.A Label parts of plant and animal cells.			9-10.B.3.3.2.A Identify different functions of particular cell structures.
								7.S.3.3.3.A Identify different functions of particular cell structures.			9-10.B.3.3.3.A Identify that cells store information for transferring to the next generation of cells.
								7.S.3.3.4.A Describe the functions of particular cell structures.			9-10.B.3.3.4.A Identify how the role of genes plays in differentiation.
						5.S.3.3.2.A Identify traits that are passed from parents to offspring.	6.S.3.3.3.A Identify traits that are passed from parents to offspring.	7.S.3.3.5.A Communicate how dominant and recessive traits are inherited.			

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SCIENCE

Standard 4: Earth and Space Systems

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	K.S.4.1.1.A Observe characteristics of the four seasons.	I.S.4.1.1.A Identify characteristics of the four seasons.		3.S.4.1.1.A Identify how the sun relates to the length of a day and/or the seasons on Earth.				No objectives at this grade level.	No objectives in Physical Science.		No objectives in Biology.
	K.S.4.1.2.A Sequence the seasons						6.S.4.1.2.A Illustrate the water cycle and its relationship to weather and climate.				
		2.S.4.1.1.A Identify characteristics of different weather conditions.					6.S.4.1.3.A Discuss how clouds relate to weather changes.				
									8-9.ES.4.1.2.A Identify terms used in geological time.		
						5.S.4.1.1.A Discuss how the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift) are connected.	6.S.4.1.1.A Identify interactions among the solid earth, oceans, atmosphere, and organisms that are connected.			8-9.ES.4.1.3 Show interactions among the solid earth, oceans, atmosphere, and organisms have changed.	
					4.S.4.1.1.A Identify basic components of our solar system (planets, sun, moon, asteroids, or comets).				8-9.ES.4.1.1.A Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors).		
					4.S.4.1.2.A Demonstrate how gravity affects orbits and objects.						
					4.S.4.1.3.A Explore how the Earth's tides change.						
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.S.4.2.1.A Label the rock cycle.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	8-9.ES.4.2.1.A Identify internal & external energy sources of the earth.	No objectives in Biology.

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Standard 5: Personal and Social Perspectives; Technology

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	K.S.5.1.1.A Attend to and participate in discussion of characteristics of a man-made environment (home, school...).	I.S.5.1.1.A Match the characteristics of local natural environments. (playground, backyard).	2.S.5.1.1.A Sort man-made and natural environments.	3.S.5.1.1.A Recognize local environmental issues.	No objectives at this grade level.	5.S.5.1.1.A List issues for environmental studies.	6.S.5.1.1.A Identify issues for environmental studies.	No objectives at this grade level.	No objectives in Physical Science.	8-9.ES.5.1.1.A Identify environmental issues, such as water and air quality, hazardous waste, depletion of natural resources.	9-10.B.5.1.1.A Identifies environmental issues such as water, air, or trash.
Goal 5.2: Understand the Relationship between Science and Technology	No objectives at this grade level.	No objectives at this grade level.	2.S.5.2.1.A Explore tools that people have invented for everyday life and for scientific investigations.	3.S.5.2.1.A Explore how technology helps develop tools.	4.S.5.2.1.A Attends to discussion of tools used for space exploration and for scientific investigations.	5.S.5.2.1.A Demonstrate how science and technology are part of a student's life.	6.S.5.2.1.A Identify how science and technology are part of our society.	7.S.5.2.1.A Identify how science and technology are interrelated.	8-9.PS.5.2.1.A Show how science and technology are interrelated.	8-9.ES.5.2.1.A Show how science and technology are interrelated.	9-10.B.5.2.1.A Identifies an improvement science research has made in technology.
			3.S.5.2.2.A Order the development of tools over time.			5.S.5.2.2.A List examples of science and technology.	6.S.5.2.2.A Identify when science and technology are interrelated.	7.S.5.2.2.A Show how science advances technology.	8-9.PS.5.2.2.A Show how technology advances science.	8-9.ES.5.2.2.A Show how technology advances science.	9-10.B.5.2.2.A Show how technology advances science.
									8-9.PS.5.2.3.A Identifies different purposes for science research and technology.	8-9.ES.5.2.3.A Identifies different purposes for science research and technology.	9-10.B.5.2.3.A Identifies different purposes for science research and technology.
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.5.3.1.A Uses methods of recycling.	No objectives at this grade level.	5.S.5.3.1.A Sort resources as renewable and nonrenewable resources.	6.S.5.3.1.A Identifies between renewable and nonrenewable resources.		No objectives in Physical Science.	8-9.ES.5.3.1 Identifies between renewable and nonrenewable resources.	9-10.B.5.3.1A Identifies between renewable and nonrenewable resources.
								7.S.5.3.1 Identify an alternative source of energy.			

IDAHO EXTENDED CONTENT STANDARDS
CORE CONNENT CONNECTORS
ENGLISH LANGUAGE ARTS



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Core Content Connectors | English Language Arts Legend

<u>Full Name of Core Content Connector</u>	<u>Core Content Connector</u>
<u>Habits and Dispositions</u>	<u>HD</u>
<u>Informational Writing</u>	<u>WI</u>
<u>Literary Writing</u>	<u>WL</u>
<u>Persuasive Writing</u>	<u>WP</u>
<u>Reading Informational Text</u>	<u>RI</u>
<u>Reading Literary Text</u>	<u>RL</u>
<u>Reading at the Word Level</u>	<u>RWL</u>
<u>Writing Across All Types</u>	<u>WA</u>

<u>Full Name of State Standard</u>	<u>State Standard</u>
<u>Reading Literature</u>	<u>RL</u>
<u>Reading Informational Text</u>	<u>RI</u>
<u>Reading Foundational Skills</u>	<u>RF</u>
<u>Writing</u>	<u>W</u>
<u>Speaking and Listening</u>	<u>SL</u>
<u>Language</u>	<u>L</u>

<u>Full Name</u>	<u>Acronym</u>
<u>College and Career Readiness Anchor</u>	<u>CCRA</u>

English Language Arts | Grade K - Habits and Dispositions (HD)

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>
K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.	Comprehension and Collaboration	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.	Comprehension and Collaboration	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.10 Actively engage in group reading activities with purpose and understanding.
E.HD.c engaging in shared and independent /self-initiated reading and writing activities		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts	RL.K.10 Actively engage in group reading activities with purpose and understanding.

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	independently and proficiently.	
K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	 RI.K.10 Actively engage in group reading activities with purpose and understanding.
K.HD.c4 Draw, dictate, and/or write about an event or linked events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	 W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	 W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.HD.d2 With prompting and support, retell a favorite story, including key details.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	 RL.K.2 With prompting and support, retell familiar stories, including key details.

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<u>K.HD.d3 Discuss key details and main topic of a preferred text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</u>
<u>K.HD.d4 Share information from a selected permanent product or a favorite text.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</u>	<u>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</u>
<u>E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</u>		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</u>
<u>K.HD.e2 With prompting and support, identify illustrations to aid comprehension.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts).</u>
<u>E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</u>		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>No CCCs written at this grade level for this PI.</u>		

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<u>E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked</u>		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	<u>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</u>
<u>K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.K.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.</u>

English Language Arts | Grade K - Informational Writing (WI)

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</u>
<u>K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</u>
<u>K.WI.b2 With prompting and</u>	<u>Text Types and Purposes</u>	<u>W.K.2 Use a combination of drawing,</u>

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<u>support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.</u>	<u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</u>
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Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>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.</u>

Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and</u>	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

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	integrate the information while avoiding plagiarism.	
K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<p>Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>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).</p>
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WI.f selecting and ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.g1 Present orally or in writing, factual information of familiar people,	Presentation of Knowledge and Ideas	SL.K.4 Describe familiar people, places, things, and events and, with prompting and

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<u>places, things, and/or events.</u>	<u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>support, provide additional detail.</u>
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Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in several related sentences

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>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.</u>

Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</u>

English Language Arts | Grade K - Literary Writing (WL)

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.

Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WL.b1 With prompting and support,	Presentation of Knowledge and Ideas	SL.K.4 Describe familiar people, places,

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<u>provide additional details to the description or drawings of familiar people, places, things, and/or events.</u>	<u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>things, and events, and with prompting and support, provide additional details.</u>
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Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Presentation of Knowledge and Ideas</u> <u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u> <u>SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.</u>

Progress Indicator: E.WL.d logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and</u>	<u>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u>

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	well-structured event sequences.	
Progress Indicator: E.WL.e writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>No CCCs developed for this PI at Kindergarten</u>		
Progress Indicator: E.WL.f organizing texts with title and focus (introduce who, what, why) & connecting problem-solution		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>No CCCs developed for this PI at Kindergarten</u>		
Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>

English Language Arts | Grade K - Persuasive Writing (WP)

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WP.a2 Draw, dictate, or write an idea about a topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	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 (e.g., <i>My favorite book is....</i>).
K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written		

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Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WP.b1 State an opinion or preference about the topic.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>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 (e.g., <i>My favorite book is....</i>).</u>
Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>No CCCs were written at this grade level for this PI.</u>		
Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>No CCCs were written at this grade level for this PI.</u>		
Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

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Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (*in somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>W.K.1 Use a combination of drawing, dictating, or 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 (e.g., <i>My favorite book is...</i>).</u>

Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		

Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</u>

English Language Arts | Grade K - Reading Informational Text (RI)

<u>Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed</u>		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.		<u>No CCRA linked</u>
<u>Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)</u>		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.b1 Locate words and illustrations in informational texts.		<u>No CCRA linked</u>
K.RI.b2 Distinguish front of book from back of book.	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
K.RI.b3 Identify the title of an informational text or the title page.	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
K.RI.b4 Place book in an upright position to read.		<u>No CCRA linked</u>

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<p>K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RI.b7 Identify familiar written words when spoken.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>K RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>
<p>K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RI.b9 Recognize that words are separated by spaces in print.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Understand that words are separated by spaces in print.</p>

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Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Progress Indicator: E.RI.d approaching informational text with a question to answer; identifying key details and main topics

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.d1 With prompting and support, answer questions about key details in a text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
K.RI.d2 With prompting and support identify the main topic.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
K.RI.d3 With prompting and support, retell/identify key details in a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., what do you think we might learn about in this book?).		No CCRA linked

Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.g1 Identify the author's purpose in an informational text.	Craft and Structure R6. Assess how point of view or purpose	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a

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	<p><u>shapes the content and style of a text.</u></p>	<p><u>text.</u></p>
<p>K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.</p>	<p><u>Integration of Knowledge and Ideas</u></p> <p><u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u></p>	<p><u>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</u></p>
<p><u>K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).</u></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p><u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u></p>	<p><u>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</u></p>

English Language Arts | Grade K - Reading Literary (RL)

Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
<u>K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.</u>		No CCRA linked
Progress Indicator: K.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
<u>K.RL.b1 Locate words and illustrations in stories.</u>		No CCRA linked
<u>K.RL.b2 Distinguish front of book from back of book.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
<u>K.RL.b3 Identify the title of a story or poem or the title page.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
<u>K.RL.b4 Place book in upright position to read.</u>		No CCRA linked
<u>K.RL.b5 During shared reading</u>	<u>Print Concepts</u>	<u>RF.K.1 Demonstrate understanding of the</u>

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<u>activities, indicate need to turn the page for continued reading of a story/text.</u>	<u>RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.</u>	<u>Print Concepts</u> <u>RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>b) Recognize that spoken words are represented in written language by specific sequences of letters.</u>
<u>K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>b) Recognize that spoken words are represented in written language by specific sequences of letters.</u>
<u>K.RL.b9 Recognize that words are separated by spaces in print.</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>c) Understand that words are separated by spaces in print.</u>
<u>Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of</u>		

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<u>events, interprets illustrations)</u>		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
<u>K.RL.c1 With prompting and support, sequence a set of events in a familiar story.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.K.2 With prompting and support, retell familiar stories, including key details.</u>
<u>K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.K.2 With prompting and support, retell familiar stories, including key details.</u>
<u>K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c4 With prompting and support, define the role of the author.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c5 With prompting and support, identify the illustrator.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c6 With prompting and support,</u>	<u>Craft and Structure</u>	<u>RL.K.6 With prompting and support,</u>

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<u>define the role of the illustrator.</u>	<u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c7 With prompting and support, identify the relationship between an illustration and the story.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</u>

Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted

Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
<u>K.RL.d1 With prompting and support, identify characters in a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</u>
<u>K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</u>

Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories

Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
<u>K.RL.e1 Retell a familiar story (e.g., What was the story about?).</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.K.2 With prompting and support, retell familiar stories, including key details.</u>

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<p>K.RL.e2 With prompting and support, answer questions about key details in a story.</p>	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>
Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)		
<p>Core Content Connectors: K</p> <p>K.RL.f1 With prompting and support, show how characters interacted in a story.</p>	<p>CCRA Anchor Standard</p> <p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Idaho Content Standard</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>
<p>K.RL.f2 With prompting and support, identify a setting in a story.</p>	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>
Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles		
<p>Core Content Connectors: K</p> <p>K.RL.g1 Recognize common types of text.</p>	<p>CCRA Anchor Standard</p> <p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Idaho Content Standard</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>
<p>K.RL.g2 With prompting and support,</p>	<p>Integration of Knowledge and Ideas</p>	<p>RL.K.9 With prompting and support,</p>

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compare and contrast (i.e., find something the same and something different) between familiar stories.

R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

compare and contrast the adventures and experiences of characters in familiar stories.

English Language Arts | Grade K - Reading at the Word Level (RWL)

<u>Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.a1 Ask questions about unknown words in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.K.4 Ask and answer questions about unknown words in a text.</u> <u>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</u>
<u>K.RWL.a2 Answer questions about unknown words in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.K.4 Ask and answer questions about unknown words in a text.</u> <u>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</u>
<u>Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.b1 Identify or name uppercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>d) Recognize and name all upper- and lowercase letters of the alphabet.</u>
<u>K.RWL.b2 Identify or name lowercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u>

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		d) Recognize and name all upper- and lowercase letters of the alphabet.
<u>K.RWL.b3 Recognize the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> a) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
<u>K.RWL.b4 Produce the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> a) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
<u>K.RWL.b5 Recognize rhyming words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> a) Recognize and produce rhyming words.
<u>K.RWL.b6 Produce rhyming words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words,</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>

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	<u>syllables, and sounds (phonemes).</u>	<u>a) Recognize and produce rhyming words.</u>
<u>K.RWL.b7 Count syllables in spoken words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Count, pronounce, blend, and segment syllables in spoken words.</u>
<u>K.RWL.b8 Blend and segment syllables in spoken words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Count, pronounce, blend, and segment syllables in spoken words.</u>
<u>K.RWL.b9 Blend and segment onsets and rhymes of single-syllable spoken words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Blend and segment onsets and rhymes of single-syllable spoken words.</u>
<u>K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Isolate and pronounce the initial, medial vowel, and final sounds</u>

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		(phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
<u>K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</u>
<u>K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</u>
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>b) Associate the long and short sounds</u>

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		with common spellings (graphemes) for the five major vowels.
K.RWL.c2 Identify the sound that differs between two similarly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un- pre-, -ful, -less) as a clue to the meaning of an unknown word.
K.RWL.c4 Identify the meaning of common inflections and affixes.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un- pre-, -ful, -less) as a clue to the meaning of an unknown word.
K.RWL.c5 Use meanings of common inflections and	Vocabulary Acquisition and Use	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words

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<u>affixes as a clue to the meaning of an unknown word.</u>	<p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>and phrases based on kindergarten reading and content.</p> <p>b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un- pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
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Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.d1 Read common kindergarten high frequency words by sight.</u>	<p><u>Phonics and Word Recognition</u></p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
<u>K.RWL.d2 Participate in reading emergent-reader texts.</u>	<p><u>Fluency</u></p> <p>RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>

Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.e1 Identify new meanings for familiar words.</u>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting</p>	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>

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	<u>general and specialized reference materials, as appropriate.</u>	<u>a) Identify new meanings for familiar words and apply them accurately.</u>
<u>K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</u>	<u>L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>a) Sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>
<u>K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</u>	<u>L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</u>
<u>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</u>		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.RWL.f1 With guidance and support, use newly acquired words in real-life context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>Vocabulary Acquisition and Use</u>	<u>L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>c) Identify real-life connections between words and their use (e.g., note places at</u>

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	<p><u>L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u></p>	<p><u>school that are <i>colorful</i>).</u></p> <p><u>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</u></p>
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English Language Arts | Grade K - Writing: Across All Types (WA)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
<u>K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</u>
<u>K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</u>	<u>Presentation of Knowledge and Ideas</u> SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<u>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</u>
<u>K.WA.3 Print many upper- and lowercase letters.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> a) Print many upper- and lowercase letters.
<u>K.WA.4 Use high frequency nouns in dictating or writing.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> b) Use frequently occurring nouns

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		<u>and verbs.</u>
<u>K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</u>
<u>K.WA.6 Complete sentences in a shared language activity.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Produce and expand complete sentences in shared language activities.</u>
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WA.7 Capitalize the first word in a sentence and the pronoun I.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Capitalize the first word in a sentence and the pronoun I.</u>
<u>K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization,</u>

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	<u>English capitalization, punctuation, and spelling when writing.</u>	<u>punctuation, and spelling when writing.</u> <u>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</u>
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</u>

English Language Arts | Grade 1 - Habits and Dispositions (HD)

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.1.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.1.1.C Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. c) Ask questions to clear up any confusion about the topics and texts under discussion.
E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

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E.HD.c engaging in shared and independent /self-initiated reading and writing activities		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	 <u>RL.1.10 Actively engage in group reading activities with purpose and understanding.</u>
1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	 <u>RI.1.10 Actively engage in group reading activities with purpose and understanding.</u>
1.HD.c3 Draw, dictate, and/or write about an event or linked events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	 <u>W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u>
1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	 <u>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.</u> <u>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</u>
1.HD.c5 Build on others' talk in conversations by responding to the	Comprehension and Collaboration	 <u>SL.1.1 Participate in collaborative conversations with diverse partners about</u>

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<u>comments of others through multiple exchanges.</u>	<u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>grade 1 topics and texts with peers and adults in small and larger groups.</u> <u>b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</u>
<u>1.HD.c6 Participate in shared research or writing projects.</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>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).</u>
E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.HD.d1 Engage in small or large group discussions by sharing one's own writing.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</u>	<u>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</u>
<u>1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats,</u>	<u>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</u>

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	<u>including visually, quantitatively, and orally.</u>	
<u>1.HD.d4 Retell a favorite text, including key details.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u> <u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.</u>	<u>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u> <u>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</u>
<u>1.HD.d5 Discuss key details and main topic of a preferred text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.1.2 Identify the main topic and retell key details of a text.</u>
<u>E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</u>	<u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.1.4.C Read with sufficient accuracy and fluency to support comprehension</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>1.HD.e2 Identify text features to aid</u>	<u>Craft and Structure</u>	<u>RI.1.5 Know and use various text features</u>

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<u>comprehension.</u>	<p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>(e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
<u>1.HD.e3 Use text features to aid comprehension.</u>	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
<u>E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</u>		
<u>Core Content Connectors: 1</u> <u>No CCCs written at this grade level for this PI.</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked</u>		
<u>Core Content Connectors: 1</u> <u>1.HD.g1 Read books to examine how certain genres are written.</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger</p>	<p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>

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	<p><u>portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u></p>	
<u>1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</u>	<p>Production and Distribution of Writing</p> <p><u>W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.</u></p>	<p><u>W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</u></p>
<u>1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</u>	<p>Production and Distribution of Writing</p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u></p>
<u>1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.</u>	<p>Production and Distribution of Writing</p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u></p>

English Language Arts | Grade 1 - Informational Writing (WI)

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, etc.)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WI.a1 Describe factual information about familiar people, places, things, and/or events with relevant details orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<u>SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.</u>
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>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.</u>
Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple		

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sentences that often connect two clauses; applying basic capitalization and end punctuation

Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>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.</u>
<u>Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

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	plagiarism.	
<u>1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).</u>	<p><u>Research to Build and Present Knowledge</u></p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>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).</p>
<u>Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 1</u>		
<u>Progress Indicator: E.WI.f selecting and ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 1</u>		
<u>Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in <i>somewhat random order</i> (e.g., listing fact statements rather than connecting or relating ideas)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.</u>	<p><u>Presentation of Knowledge and Ideas</u></p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<u>Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i></u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

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<p><u>1.WI.h1 Provide a concluding statement or section to a permanent product.</u></p>	<p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>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.</u></p>
<p><u>Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u></p>		
<p><u>Core Content Connectors: 1</u></p> <p><u>1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</u></p>	<p><u>CCRA Standards</u></p> <p><u>Production and Distribution of Writing</u></p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>Idaho Content Standard</u></p> <p><u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u></p>

English Language Arts | Grade 1 - Literary Writing (WL)

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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).
1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.b1 Describe people, places, things, and/or events with relevant details.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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	follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
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Progress Indicator: E.WL.c telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written

Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</u>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Progress Indicator: E.WLd logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation

Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</u>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<u>1.WL.d2 Write a narrative that</u>	Text Types and Purposes	W.1.3 Write narratives in which they recount

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<u>includes a sense of closure.</u>	W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at 1 st grade		
Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.f1 Provide a title for writing that tells the central idea or focus.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

English Language Arts | Grade 1 - Persuasive Writing (WP)

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WP.a1 Draw, dictate, or write an idea or opinion about a topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	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 (e.g., <i>My favorite book is....</i>).
1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels,		

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<u>nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u>
<u>Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information , ads- convince you to buy, personal messages/letters- different purposes, include opinions)</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>No CCCs developed for this PI</u>		
<u>Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts-opinions or reasons for-against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>No CCCs developed for this PI</u>		
<u>Progress Indicator: E.WP.e locating facts to support stated opinions about a topic(e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation.</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

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	<u>while avoiding plagiarism.</u>	
Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (<i>in somewhat random order</i>) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<u>W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u>
Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...) in several related sentences with reasons and relevant details/supporting evidence for an authentic audience		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<u>W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u>
<u>1.WP.g2 Write an opinion piece that includes a sense of closure.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<u>W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u>
Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and		

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concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>

English Language Arts | Grade 1 - Reading Informational Text (RI)

Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.		No CCRA linked
Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.b1 Locate words and illustrations in informational texts.		
1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading.	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
1.RI.b4 Recognize that words are separated by spaces in print.	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u>

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		a) Understand that words are separated by spaces in print.
<u>1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.</u>	<u>Print Concepts</u> RF1. Demonstrate understanding of the organization and basic features of print.	<u>RF.1.1 Demonstrate understanding of the organization and basic features of print.</u> a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</u>
<u>1.RI.c2 Identify the organizational features of an informational text (e.g., use of headings bold print).</u>		<u>No CCRA linked</u>
Progress Indicator: E.RI.d approaching informational texts with a question to answer; identifying key details and main topic		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual	<u>RI.1.1 Ask and answer questions about key details in a text.</u>

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	evidence when writing or speaking to support conclusions drawn from the text.	
<u>1.RI.d2 Identify the main topic of an informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.1.2 Identify the main topic and retell key details of a text.</u>
<u>1.RI.d3 Retell/identify key details in an informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.1.2 Identify the main topic and retell key details of a text.</u>
<u>Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., what do you think we might learn about in this book?).</u>		No CCRA linked
<u>1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
<u>Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

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<p><u>1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.</u></p>	<p><u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><u>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</u></p>
<p><u>1.RI.f2 Use a set of graphical instructions/illustrations/steps to complete a task.</u></p>		<p><u>No CCRA linked</u></p>
<p><u>1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</u></p>	<p><u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><u>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</u></p>
<p><u>Progress Indicator: E.RI.1g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...</u></p>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<p><u>1.RI.g1 Identify the facts and details an author gives to support points in a text.</u></p>	<p><u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p><u>RI.1.8 Identify the reasons an author gives to support points in a text.</u></p>
<p><u>1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</u></p>	<p><u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><u>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</u></p>

English Language Arts | Grade 1 - Reading Literary (RL)

Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.		No CCRA linked
Progress Indicator: E.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.b1 Locate words and illustrations in stories.		No CCRA linked
1.RL.b2 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.	<u>Print Concepts</u> K RF.1 Demonstrate understanding of the organization and basic features of print.	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
1.RL.b3 During shared reading activities, indicate need to turn the page for continued reading of a story/text.	<u>Print Concepts</u> K RF.1 Demonstrate understanding of the organization and basic features of print.	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
1.RL.b4 Recognize that words are separated by spaces in print.	<u>Print Concepts</u> K RF.1 Demonstrate understanding of the organization and basic features of print.	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u>

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		c) Understand that words are separated by spaces in print.
<u>1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.1.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</u>

Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations)

Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
<u>1.RL.c1 Explain a key illustration in the story.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</u>
<u>1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</u>
<u>1.RL.c3 Answer questions about the beginning, middle, and end of a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.c4 Use signal words (e.g., first,</u>	<u>Key Ideas and Details</u>	<u>RL.1.3 Describe characters, settings,</u>

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<u>next, after, before) and text details to describe events of a story.</u>	<u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>and major events in a story, using key details.</u>
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Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted

Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
<u>1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u> <u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>RL.1.1 Ask and answer questions about key details in a text.</u> <u>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</u>
<u>1.RL.d2 Ask questions about key details in a familiar story.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u> <u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>RL.1.1 Ask and answer questions about key details in a text.</u> <u>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</u>

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<u>1.RL.d3 Identify and/or describe the characters from a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.</u>	<u>Key Ideas and Details</u> <u>R3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.e1 Answer questions regarding key events of stories.</u>	<u>Key Ideas and Details</u> <u>R3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.e2 Use details to tell what happened in a story.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u>
<u>1.RL.e3 Retell the sequence of events in a story.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the</u>	<u>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u>

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	<u>key supporting details and ideas.</u>	
Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
<u>1.RL.f1 Identify who is telling the story in a text.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.1.6 Identify who is telling the story at various points in a text.</u>
<u>1.RL.f2 Identify and/or describe a setting in a story.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.f3 Describe feelings of characters.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
<u>1.RL.g1 Identify the purpose of storybooks and informational text.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</u>
<u>1.RL.g2 Compare and contrast (what is</u>	<u>Range of Reading and Level of Text</u>	<u>RL.1.9 Compare and contrast the</u>

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<u>the same and what is different) the experiences of characters in stories.</u>	<u>Complexity</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>adventures and experiences of characters in stories.</u>
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English Language Arts | Grade 1 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and

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	<u>meaning or tone.</u>	<u>phrases in a text.</u>
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.RWL.b1 Identify or name uppercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>d) Recognize and name all upper- and lowercase letters of the alphabet.</u>
<u>1.RWL.b2 Identify or name lowercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>d) Recognize and name all upper- and lowercase letters of the alphabet.</u>
<u>1.RWL.b3 Recognize the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</u>
<u>1.RWL.b4 Produce the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds</u>

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		for each consonant.
<u>1.RWL.b5 Recognize rhyming words.</u>	<u>Phonological Awareness</u> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>a) Recognize and produce rhyming words.</u>
<u>1.RWL.b6 Produce rhyming words.</u>	<u>Phonological Awareness</u> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>a) Recognize and produce rhyming words.</u>
<u>1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</u>	<u>Phonological Awareness</u> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</u>
<u>1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.</u>	<u>Phonological Awareness</u> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</u>
<u>1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.</u>	<u>Phonological Awareness</u> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</u>

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<u>1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.</u>	Phonological Awareness <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</u>
<u>1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>	Phonological Awareness <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u>
<u>1.RWL.c2 Identify the sound that differs between two similarly spelled words.</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u>
<u>1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>b) Know the spelling-sound correspondence for common consonant digraphs.</u>

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<u>1.RWL.c4 Decode regularly spelled CVC words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>b) Decode regularly spelled one-syllable words.</u>
<u>1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Know final –e and common vowel team conventions for representing long vowel sounds.</u>
<u>1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>a) Distinguish long from short vowel sounds in spoken single-syllable words.</u>
<u>1.RWL.c7 Read or identify frequently occurring words with inflectional endings.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>f) Read words with inflectional endings.</u>
<u>1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</u> <u>b) Use frequently occurring affixes as a clue to the meaning of a word.</u>
<u>Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled</u>		

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<u>words</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.RWL.d1 Recognize grade-appropriate irregularly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>g) Recognize and read grade-appropriate irregularly spelled words.</u>
<u>1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings.</u> <u>b) Define words by category and by one or</u>

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		more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<u>1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<u>1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<u>1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.</u>	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase.
<u>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</u>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.RWL.f1 With guidance and support, use newly acquired</u>	Vocabulary Acquisition and Use	L.1.5 With guidance and support from adults, demonstrate understanding of word

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<p><u>words in real-life context.</u></p>	<p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><u>relationships and nuances in word meanings.</u></p> <p>c) Identify real-life connections between words and their use (e.g., note places at home that are cozy). 1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<p><u>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</u></p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

English Language Arts | Grade 1 - Writing: Across All Types (WA)

Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.</u>	<u>Research to Build and Present Knowledge</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</u>	<u>Presentation of Knowledge and Ideas</u> SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<u>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</u>	<u>Presentation of Knowledge and Ideas</u> SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<u>SL.1.6 Produce complete sentences when appropriate to task and situation.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.4 Print upper- and lowercase letters.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>

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	<u>speaking.</u>	a) Print all upper- and lowercase letters. L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Use common, proper, and possessive nouns.
<u>1.WA.5 Use frequently occurring nouns in dictating or writing.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<u>1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) within writing.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Use common, proper, and possessive nouns.
<u>1.WA.7 Use frequently occurring adjectives in dictating or writing.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f) Use frequently occurring adjectives.
<u>1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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		c) Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). <u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>
<u>1.WA.9 Use verbs to convey a sense of past, present, or future in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</u>
<u>1.WA.10 Use frequently occurring prepositions (e.g., <i>on, in</i>) in dictating or writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</u>
<u>1.WA.11 Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>g) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</u>
<u>1.WA.12 Produce and expand complete simple and compound declarative, interrogative,</u>	<u>Conventions of Standard English</u>	<u>L.1.1 Demonstrate command of the conventions of standard English</u>

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<u>imperative, and exclamatory sentences in response to prompts.</u>	<u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>grammar and usage when writing or speaking.</u> <u>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</u>
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
<u>1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</u>
<u>1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Capitalize dates and names of people.</u>
<u>1.WA.15 Use end punctuation for sentences.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</u>	<u>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

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	<u>when writing.</u>	b) Use end punctuation for sentences.
<u>1.WA.16 Use conventional spelling for words with common spelling patterns</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</u>

English Language Arts | Grade 2 - Habits and Dispositions (HD)

<u>E.HD.a recognizing that reading should "make sense" and that writing "carries a message"</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.a1. Ask for clarification and further explanation about topics and texts under discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small or larger groups.</u> <u>d) Ask for clarification and further explanation as needed about topics and texts under discussion.</u>
<u>2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.</u>
<u>E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.2.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.</u> <u>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the</u>

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		<u>end of the range.</u>
<u>2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.</u>
<u>E.HD.c engaging in shared and independent /self-initiated reading and writing activities</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</u> <u>a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).</u>
<u>2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</u> <u>b) Build on others' talk in conversations by linking their comments to the remarks of others.</u>
<u>2.HD.c3 Participate in shared research or writing projects.</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more</u>	<u>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).</u>

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	<u>sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	
E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.HD.d1 Retell a favorite text, including key details.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.2.1 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u>
<u>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</u>
<u>2.HD.d3 Engage in small or large group discussions by sharing one's own writing.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.</u>	<u>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>
<u>2.HD.d4 Discuss key details and main topic of a preferred text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and</u>	<u>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</u>

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	<u>ideas.</u>	
E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.e1 Identify text features to aid comprehension.	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
2.HD.e2 Use text features to aid comprehension.	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u> <u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.2.7 Use illustrations and details in a story to describe its characters, setting, or events.</u> <u>RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.2.4.C Read with sufficient accuracy and fluency to support comprehension</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>

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<u>E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.f1 Explain what information or strategy was used to help comprehend text.</u>		No CCRA
<u>2.HD.f2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.</u>		No CCRA
<u>E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.g1 Read books to examine how to write certain genres.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</u>
<u>2.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	<u>W.2.6 With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others.</u>
<u>2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>
<u>2.HD.g4 With guidance and support from adults, work with a peer to revise</u>	<u>Production and Distribution of Writing</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen</u>

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<u>a permanent product.</u>	<u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>writing as needed by revising and editing.</u>
<u>2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Informational Writing (WI)

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?").	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.b1 Write statements that name a topic and supply some facts about the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</u>

Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</u>
<u>2.WI.d2 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).</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<u>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).</u>
<u>2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic</u>	<u>Research to Build and Present Knowledge</u>	<u>W.2.8 Recall information from experiences or gather information from</u>

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<u>organizers) to gather information from provided sources.</u>	W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	provided sources to answer a question.
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 2		
Progress Indicator: E.WI.f selecting and ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 2		
Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in <i>somewhat random order</i> (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i>		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.	Text Types and Purposes W2. Write informative/explanatory texts to	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop

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	<u>examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>points, and provide a concluding statement or section.</u>
<u>2.WI.h2 Provide a concluding statement or section to a permanent product.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</u>
<u>Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u>		
<u>Core Content Connectors:</u> <u>2.WI.i1 With guidance and support, use feedback to strengthen writing.</u>	<u>CCRA Standards</u> <u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>Idaho Content Standard</u> <u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Literary Writing (WL)

Progress Indicator: E.WL.a generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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).
2.WL.a2 Recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
2.WL.a3 Describe ideas about familiar people, places, things, and/or events.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WL.b1 Share a story or recount	Presentation of Knowledge and Ideas	SL.2.4 Tell a story or recount an experience with

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<u>an experience with appropriate facts and relevant, descriptive details.</u>	<u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>
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Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Presentation of Knowledge and Ideas</u> <u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u> <u>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>

Progress Indicator: E.WLd logically sequencing events (e.g., beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and</u>	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>

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	well-structured event sequences.	
<u>2.WL.d2 Write a narrative that includes a sense of closure.</u>	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>
Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at 2nd grade		
Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WL.f1 Provide a title for writing that tells the central idea or focus.</u>	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>
<u>2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.</u>	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>

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<p><u>Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u></p>		
Core Content Connectors: 2 <u>2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</u>	CCRA Standards <u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	Idaho Content Standard <u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Persuasive Writing (WP)

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	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 (e.g., <i>My favorite book is....</i>).
2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.WP.a3 Recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels,

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<u>nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written</u>		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>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.</u>
<u>2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.</u>		
	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>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.</u>
<u>Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories- entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)</u>		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>No CCCs developed for this PI.</u>		
<u>Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)</u>		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart,</u>	<u>Research to Build and Present Knowledge</u>	<u>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</u>

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<u>discussion web) to record reasons for or against a topic.</u>	<p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<u>2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.</u>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</u>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (<i>in somewhat random order</i>) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WP.f1 Write, draw, or dictate an</u>	Text Types and Purposes	W.2.1 Write opinion pieces in which they introduce

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<u>opinion statement about a topic or book of interest., include at least one reason that supports the opinion.</u>	<u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</u>
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Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>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, using linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</u>

Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Reading Informational Text (RI)

Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.</u>	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
Progress Indicator: E.RI.d approaching informational texts with a question to answer; identifying key details and main topic		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.</u>	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
<u>2.RI.d2 Identify the main topic of a multi-paragraph informational text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<u>2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print,		

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<u>glossary)</u>		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</u>
<u>2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</u>
<u>Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)</u>		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</u>
<u>2.RI.f2 Identify the sequence of events in an informational text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</u>
<u>2.RI.f3 Identify the steps in a process in an informational text.</u>	<u>Key Ideas and Details</u>	<u>RI.2.3 Describe the connection between a series of historical events, scientific ideas or</u>

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	R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	concepts, or steps in technical procedures in a text.
<u>2.RI.f4 Identify the cause and effect relationships in an informational text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</u>
<u>Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</u>
<u>2.RI.g2 Identify the facts and details an author gives to support points in a text.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.1.8 Identify the reasons an author gives to support points in a text.</u>
<u>2.RI.g3 Describe how facts and details support specific points the author makes in a text.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.2.8 Describe how reasons support specific points the author makes in a text.</u>

English Language Arts | Grade 2 - Reading Literary (RL)

Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations; connects word meanings)		
Core Content Connectors: 2	CCRA Anchor Standard	Idaho Content Standard
<u>2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</u>
<u>2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</u>
<u>2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</u>
<u>2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</u>

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<p><u>2.RL.c5 Use signal words (e.g., <i>then, while, because, when, after, before, later</i>) to describe event sequence, actions, and interactions in a story.</u></p>	<p><u>Craft and Structure</u></p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</u></p>
<p><u>Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted</u></p>		
<p><u>Core Content Connectors: 2</u></p> <p><u>2.RL.d1 Answer <i>who, what, where, when, why, and how</i> questions from stories.</u></p>	<p><u>CCRA Anchor Standard</u></p> <p><u>Key Ideas and Details</u></p> <p>R1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><u>Idaho Content Standard</u></p> <p><u>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</u></p>
<p><u>2.RL.d2 Describe or select a description of a major event or problem in a story.</u></p>	<p><u>Key Ideas and Details</u></p> <p>R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><u>RL.2.3 Describe how characters in a story respond to major events and challenges.</u></p>
<p><u>2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.</u></p>	<p><u>Key Ideas and Details</u></p> <p>R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><u>RL.2.3 Describe how characters in a story respond to major events and challenges.</u></p>
<p><u>Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories</u></p>		
<p><u>Core Content Connectors: 2</u></p> <p><u>2.RL.e1 Use details to recount stories, including fables and folktales from diverse</u></p>	<p><u>CCRA Anchor Standard</u></p> <p><u>Key Ideas and Details</u></p>	<p><u>Idaho Content Standard</u></p> <p><u>RL.2.2 Recount stories, including fables and folktales from diverse</u></p>

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<u>cultures.</u>	R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>cultures, and determine their central message, lesson, or moral.</u>
<u>2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and format, including visually, quantitatively, and orally.	<u>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</u>
Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)		
Core Content Connectors: 2	CCRA Anchor Standard	Idaho Content Standard
<u>2.RL.f1 Use information gained from illustrations to describe elements within the setting.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</u>
<u>2.RL.f2 Identify different points of view different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?).</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</u>
<u>2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</u>

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	<u>diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>understanding of its characters, setting, or plot.</u>
<u>2.RL.f4 Use information gained from illustrations to describe a relationships between characters (e.g., mother/daughter, love/hate).</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</u>
<u>2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</u>
Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles		
<u>Core Content Connectors: 2</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</u>
<u>2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the</u>	<u>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</u>

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English Language Arts | Grade 2 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).</u>	<u>Vocabulary Acquisition and Use</u> L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
<u>2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</u>	<u>Phonological Awareness</u> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</u>
<u>2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words</u>	<u>Phonological Awareness</u> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in</u>

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		<u>spoken single-syllable words.</u>
<u>2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>	Phonological Awareness <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</u>	<u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u> Vocabulary Acquisition and Use <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>f) Read words with inflectional endings.</u> <u>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</u>
<u>2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u>

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		a) Distinguish long and short vowels when reading regularly spelled one-syllable words.
<u>2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> c) Decode regularly spelled two-syllable words with long vowels.
<u>2.RLW.c4 Decode regularly spelled two-syllable words with long vowels.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> c) Decode regularly spelled two-syllable words with long vowels.
<u>2.RWL.c5 Decode words with common prefixes and suffixes.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> d) Decode words with common prefixes and suffixes.
<u>2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u>	<u>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u>

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	<p>materials, as appropriate.</p> <p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell, retell).</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p>
2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.		Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. d) Recognize and read grade-appropriate irregularly spelled words.
2.RWL.d2 Identify grade-level words with accuracy and on successive attempts.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

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		b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<u>2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</u>	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.</u>	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<u>2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.</u>	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

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		b) Distinguish shades of meaning among closely related verbs differing in manner (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<u>2.RWL.e3 Use context to confirm or self-correct word recognition.</u>	<u>Fluency</u> RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of the word or phrase.
<u>2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4 Determine or clarify the meaning of unknown and multipel-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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<p><u>2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</u></p>	<p>Craft and Structure</p> <p>R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>
<p>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</p>		
<p><u>Core Content Connectors: 2</u></p> <p><u>2.RWL.f1 Use newly acquired words in real-life context.</u></p>	<p>CCRA Standards</p> <p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Idaho Content Standard</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Identify real-life connections between words and their use (e.g., describe foods that are spicy and juicy).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p><u>2.RWL.f2 Use adjectives to describe nouns.</u></p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

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	<p><u>comprehension or expression.</u></p>	
<p><u>2.RWL.f3 Use adverbs to describe verbs.</u></p>	<p>Vocabulary Acquisition and Use</p> <p><u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u></p>	<p><u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u></p>

English Language Arts | Grade 2 - Writing: Across All Types (WA)

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WA.1 Use end punctuation for sentences.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.1.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Use end punctuation for sentences.</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaboration with peers.</u>	<u>Research to Build and Present Knowledge</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>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.</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.3 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>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.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.4 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating</u>	<u>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</u>

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	<u>command of formal English when indicated or appropriate.</u>	
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.WA.5 Use collective and irregular plural nouns within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>a) Use collective nouns (e.g., <i>group</i>).</u> <u>b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</u>
<u>2.WA.6 Use past tense irregular verbs within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>d) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</u>
<u>2.WA.7 Use adjectives and adverbs within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</u>
<u>2.WA.8 Use reflexive pronouns (e.g., myself, ourselves) within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u>

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	<u>conventions of standard English grammar and usage when writing or speaking.</u>	<u>c) Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</u>
<u>2.WA.9 Produce and expand upon simple or compound sentences.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>f) Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.10 Write a letter or letters for consonant and short-vowel sounds (phonemes).</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</u>
<u>2.WA.11 Use end punctuation for sentences.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>b) Use end punctuation for sentences.</u>
<u>2.WA.12 Use conventional spelling for</u>	<u>Conventions of Standard English</u>	<u>L.1.2 Demonstrate command of the</u>

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<u>words with common spelling patterns.</u>	<u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</u>
<u>2.WA.13 Capitalize dates, names of people, holidays, product names, and geographic names.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Capitalize holidays, product names, and geographic names.</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.14 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>	<u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>

English Language Arts | Grade 3 - Habits and Dispositions (HD)

E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.</u>	<p><u>Key Ideas and Details</u></p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u></p> <p><u>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</u></p> <p><u>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</u></p>
<u>3.HD.h2 Compare two or more texts on the same topic or by the same author.</u>	<p><u>Integration of Knowledge and Ideas</u></p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><u>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</u></p> <p><u>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</u></p>
<u>E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)</u>		

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Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> a) <u>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</u>
<u>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> c) <u>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</u>
<u>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> c) <u>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</u>
<u>3.HD.i4 Express ideas and understanding in light of</u>	<u>Comprehension and Collaboration</u>	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in</u>

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<u>collaborative discussions.</u>	<u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Explain their own ideas and understanding in light of the discussion.</u>
<u>E.HD.j use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.k1 Explain preferences for favorite authors, topics, and/or genres.</u>		<u>No CCRA</u>
<u>E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.l1 Explain what information or strategy was used to help comprehend text.</u>		<u>No CCRA</u>
<u>3.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.</u>		<u>No CCRA</u>
<u>3.HD.l3 Describe process used to</u>		<u>No CCRA</u>

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<u>develop writing.</u>		
<u>E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.</u>		<u>No CCRA</u>

English Language Arts | Grade 3 - Informational Writing (WI)

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 3		
Progress Indicator: E.WI.k locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.k1 Gather information (e.g., take notes from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.
<u>3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).</u>	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.
<u>3.WI.k3 Locate important points on a single topic from two informational texts or sources.</u>	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess	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.

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	<p>the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Progress Indicator: E.WI.1 using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts</p>		
<p>Core Content Connectors: 3</p> <p>3.WI.11 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p>	<p>CCRA Standards</p> <p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Idaho Content Standard</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>3.WI.12 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.</p>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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.</p>
<p>3.WI.13 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>c.) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>
<p>3.WI.14 Sort evidence (e.g., graphic organizer) collected from print and/or digital</p>	<p>Research to Build and Present Knowledge</p>	<p>W.3.8 Recall information from experiences or gather information from</p>

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<u>sources into provided categories.</u>	<u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>
<u>3.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.3.7 Conduct short research projects that build knowledge about a topic.</u>
<u>3.WI.16 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")</u>		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.m1 Introduce a topic and grouping related information together.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>a.) Introduce a topic and group related information together; include illustrations when useful to aiding</u>

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		<u>comprehension.</u>
Progress Indicator: E.WI.n selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.n1 Identify key details in an informational text.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>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.</u>
Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>b.) Develop the topic with facts, definitions, and details.</u>
Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u>

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	<u>the effective selection, organization, and analysis of content.</u>	<u>a.) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</u>
Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.q1 Provide a concluding statement or section to summarize the information presented.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>d.) Provide a concluding statement or section.</u>
Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</u>	<u>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u>

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	<u>audience.</u>	
<u>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

English Language Arts | Grade 3 - Literary Writing (WL)

Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WL.h1 Recall information from experiences for use in writing.</u>	<p><u>Research to Build and Present Knowledge</u></p> <p><u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u></p>	<p><u>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.</u></p>
<u>3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</u>	<p><u>Production and Distribution of Writing</u></p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u></p>

Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</u>	<p><u>Research to Build and Present Knowledge</u></p> <p><u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and</u></p>	<p><u>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.</u></p>

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	<u>accuracy of each source, and integrate the information while avoiding plagiarism.</u>	
<u>3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
<u>Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Establish a situation and introduce a narrator and/or characters; organize an event</u>

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<u>3.WL.j2 Sequence events in writing that unfold naturally.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>sequence that unfolds naturally.</u> <u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
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Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u>

Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WL.l1 Use temporal words and phrases to signal event</u>	<u>Text Types and Purposes</u>	<u>W.3.3 Write narratives to develop</u>

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<u>order.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>c) Use temporal words and phrases to signal event order.</u>
<u>Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>d) Provide a sense of closure.</u>
<u>Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity</u>		

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Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p><u>3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u></p>
<p><u>3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</u></p>	<p><u>Production and Distribution of Writing</u></p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u></p>

English Language Arts | Grade 3 - Persuasive Writing (WP)

Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WP.i1 Recall relevant information from experiences for use in writing.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>

Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
<u>3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources,</u>	<u>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.</u>

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	assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<u>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>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.</u>
<u>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	<u>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</u>

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	sufficient evidence.	a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Progress Indicator: E.HD.1 selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.I1 Provide reasons or facts that support a stated opinion.		
	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. b) Provide reasons that support the opinion.
Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.m1 Use linking words and phrases that connect the opinions and reasons.		
	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.		
	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	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.

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	<u>organization, development, and style are appropriate to task, purpose, and audience.</u>	
Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WP.n1 Provide a concluding statement or section.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</u> <u>d) Provide a concluding statement or section.</u>
Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization,</u>	<u>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u>

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	<u>and style are appropriate to task, purpose, and audience.</u>	
<u>3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

English Language Arts | Grade 3 - Reading Informational Text (RI)

Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RI.h1 Identify the purpose of a variety of text features.</u>	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.</u>	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</u>	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.</u>	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including	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).

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	<u>visually and quantitatively, as well as in words.</u>	
Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<u>3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<u>3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.2 Determine the main ideas and</p>

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	<p>support conclusions drawn from the text.</p> <p>Comprehension and Collaboration</p> <p><u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p>	<p><u>supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p>
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Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>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).</u>

	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>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).</u>
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Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RI.k1 Identify the author's purpose in an informational text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose</u>	<u>RI.3.6 Distinguish their own point of view from that of the author of a text.</u>

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	<u>shapes the content and style of a text.</u>	
<u>3.RI.k2 Identify own point of view about a topic.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.3.6 Distinguish their own point of view from that of the author of a text.</u>
<u>3.RI.k3 Compare own point of view to that of the author.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.3.6 Distinguish their own point of view from that of the author of a text.</u>
<u>3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</u>
<u>3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u>
Progress Indicator: E.RI.1 using evidence to show how graphics/ visuals support central ideas		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.l1 Identify information learned from illustrations and information learned from the words in an informational text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>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).</u>
<u>3.RI.l2 Use information gained from</u>	<u>Integration of Knowledge and Ideas</u>	<u>RI.3.7 Use information gained from</u>

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<u>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).</u>	<u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>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).</u>
<u>3.RI.13 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>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).</u>
Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making connections within or across texts		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RI.m1 When researching a topic, find the relevant details or information from a text.</u>		No CCRA link
<u>3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</u>
Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RI.n1 Identify facts that an author uses to support a specific point or opinion.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development;</u>	<u>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u>

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	<u>summarize the key supporting details and ideas.</u>	
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English Language Arts | Grade 3 - Reading Literary (RL)

Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
<u>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</u>	<p><u>Key Ideas and Details</u></p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><u>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p>
<u>3.RL.h2 Explain how characters actions contribute to the sequence of events/plot.</u>	<p><u>Key Ideas and Details</u></p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u></p>
Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
<u>3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</u>	<p><u>Key Ideas and Details</u></p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u></p>
<u>3.RL.i2 Answer literal questions and refer to text to support your answer.</u>	<p><u>Key Ideas and Details</u></p> <p>R1. Read closely to determine what the text</p>	<p><u>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis</u></p>

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	<p>says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>for the answers.</p>
<p><u>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</u></p>	<p><u>Key Ideas and Details</u></p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p>R 7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</p>	<p><u>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><u>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</u></p>

Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective

Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
<p><u>3.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).</u></p>		<p>No CCRA link</p>
<p><u>3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).</u></p>	<p><u>Craft and Structure</u></p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</u></p>

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<p><u>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts-scenes instead of chapter).</u></p>	<p><u>Craft and Structure</u></p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</u></p>
<p><u>3.RL.j4 Identify narrator or character's point of view.</u></p>	<p><u>Craft and Structure</u></p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><u>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</u></p>
<p><u>3.RL.j5 Identify own point of view.</u></p>	<p><u>Craft and Structure</u></p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><u>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</u></p>
<p><u>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</u></p>	<p><u>Craft and Structure</u></p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><u>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</u></p>
<p><u>Progress Indicator: E.RL.k identifying central ideas and key details to derive author's purpose, message or theme</u></p>		
<p><u>Core Content Connectors: 3</u></p>	<p><u>CCRA Anchor Standard</u></p>	<p><u>Idaho Content Standard</u></p>
<p><u>3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.</u></p>	<p><u>Key Ideas and Details</u></p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u></p>

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<p><u>3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p>	<p><u>Comprehension and Collaboration</u></p> <p><u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p>	<p><u>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p>
<p><u>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</u></p>	<p><u>Key Ideas and Details</u></p> <p><u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u></p>	<p><u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u></p>
<p><u>Progress Indicator: E.RL.l using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)</u></p>		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
<p><u>3.RL.l1 Describe a character's traits in a story using details from the text and illustrations.</u></p>	<p><u>Key Ideas and Details</u></p> <p><u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u></p>	<p><u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u></p>
<p><u>3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</u></p>	<p><u>Key Ideas and Details</u></p> <p><u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u></p>	<p><u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u></p>
<p><u>3. RL.l3 Explain a character's feelings in a story using the character's thoughts, words,</u></p>	<p><u>Key Ideas and Details</u></p>	<p><u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings)</u></p>

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<u>and actions as evidence from the text.</u>	R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>and explain how their actions contribute to the sequence of events.</u>
<u>3.RL.14 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>
<u>Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RL.m1 Analyze how a character's point of view influences a conflict within a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>
<u>3.RL.m2 Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</u>

English Language Arts | Grade 3 - Reading at the Word Level (RWL)

<u>Progress Indicator: E.RWL.g Applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning</u>		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RWL.g1 Identify the meaning of most common prefixes.</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Identify and know the meaning of most common prefixes and derivational suffixes.</u>
<u>3.RWL.g2 Identify the meaning of most common suffixes.</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Identify and know the meaning of most common prefixes and derivational suffixes.</u>
<u>3.RWL.g3 Decode regularly spelled one-syllable words with long vowels.</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Decode regularly spelled two-syllable words with long vowels.</u>
<u>3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.</u>	Phonics and Word Recognition <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Decode regularly spelled two-syllable words with long vowels.</u>
<u>3.RWL.g5 Decode</u>	Phonics and Word Recognition	<u>RF.3.3 Know and apply grade-level phonics and</u>

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<u>multisyllable words.</u>	<u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>word analysis skills in decoding words.</u>
<u>3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>c) Decode multi-syllable words.</u> <u>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</u> <u>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</u>
<u>3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</u> <u>b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless</i>,</u>

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		<u>heat/preheat).</u>
Progress Indicator: E.RWL.h Reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Read grade-appropriate irregularly spelled words.</u>
<u>3.RWL.h2 Identify grade level words with accuracy.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</u>
Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.RWL.i1 Use context to confirm or self-correct word recognition.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u>

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		c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</u>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of the word or phrase.</p>
<u>3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.</u>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
<u>3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.</u>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
<u>Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

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<p><u>3.RWL.j1 Use newly acquired words in real-life context.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u></p> <p><u>b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</u></p>
<p><u>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><u>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</u></p>
<p><u>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><u>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</u></p>
<p><u>3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases</u></p>	<p><u>Craft and Structure</u></p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical,</p>	<p><u>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</u></p>

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<u>in a text relevant to a grade 3 topic or subject area.</u>	connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
<u>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</u>
<u>3.RWL.k2 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</u>

English Language Arts | Grade 3 - Writing: Across All Types (WA)

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WA1. Develop keyboarding skills.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs).</u>
<u>3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs).</u>
<u>3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace.</u>

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Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. 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.</u>	<u>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.</u>
<u>3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Form and use regular and irregular plural nouns.</u> <u>c) Use abstract nouns (e.g., <i>childhood</i>).</u> <u>d) Form and use regular and irregular verbs.</u> <u>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</u>
<u>3.WA.6 Use simple and compound sentences in informative/explanatory writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>

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		i. Produce simple, compound, and complex sentences.
<u>3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Form and use regular and irregular plural nouns.</u> <u>c) Use abstract nouns (e.g., <i>childhood</i>).</u> <u>d) Form and use regular and irregular verbs.</u> <u>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</u>
<u>3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Ensure subject-verb and pronoun-antecedent agreement.</u>
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

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		a) Capitalize appropriate words in titles.
<u>3.WA.10 Use quotation marks within writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Use commas and quotations marks in dialogue</u>
<u>3.WA.11 Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</u> <u>f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</u>
<u>3.WA.12 Use commas accurately in addresses or dialogue within writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

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		c) Use commas and quotations marks in dialogue.
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WA.13 Choose words and phrases for appropriate effect (e.g. to inform) within writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> <u>a) Choose words and phrases for effect.</u>
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<u>3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</u>

English Language Arts | Grade 4 - Habits and Dispositions (HD)

E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</u> <u>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>4.HD.h2 Report out about two or more texts on the same self-selected topic.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>
E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u>

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	<u>their own clearly and persuasively.</u>	a) <u>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</u>
<u>4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> c) <u>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</u>
<u>4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</u> c) <u>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</u>
<u>4.HD.i4 Review the key ideas expressed within a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</u> d) <u>Review the key ideas expressed and explain</u>

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		their own ideas and understanding in light of the discussion.
E.HD.j use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.k1 Explain preferences for favorite authors, topics, and/or genres.		No CCRA
E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.l1 Explain what information or strategy was used to help comprehend text.		No CCRA
4.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.		No CCRA
4.HD.l3 Describe process used to develop writing.		No CCRA
E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals		

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<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.</u>		<u>No CCRA</u>

English Language Arts | Grade 4 - Informational Writing (WI)

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 4		

Progress Indicator: E.WI.k locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>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.</u>
<u>4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>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.</u>

Progress Indicator: E.WI.l using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WI.l1 With guidance and support</u>	<u>Production and Distribution of Writing</u>	<u>W.4.5 With guidance and support from peers</u>

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<u>from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>4.WI.12 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
<u>4.WI.13 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>c.) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u>
<u>4.WI.14 Sort evidence collected from print and/or digital sources into provided categories.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
<u>4.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject</u>	<u>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</u>

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	under investigation.	
4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Progress Indicator: E.WI.n selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.n1 Identify key details from an informational text.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.
4.WI.n2 Use precise language and	Text Types and Purposes	W.4.2 Write informative/explanatory texts to

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<u>domain-specific vocabulary to inform about or explain the topic.</u>	<u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>examine a topic and convey ideas and information clearly.</u> <u>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>
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Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>

Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to</u>

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		aiding comprehension.
Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus.		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.q1 Provide a concluding statement or section to support the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e.) Provide a concluding statement or section related to the information or explanation presented.
Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (e.g., words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or	Production and Distribution of Writing W4. Produce clear and coherent writing in	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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<u>audience.</u>	<u>which the development, organization, and style are appropriate to task, purpose, and audience.</u>	
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English Language Arts | Grade 4 - Literary Writing (WL)

Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WL.h1 Recall relevant information from experiences for use in writing.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
<u>4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on an literary topic (e.g., select a topic, draft outline, develop narrative).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the</u>	<u>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.</u>

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	information while avoiding plagiarism.	
4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>

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<u>4.WL.j2 Sequence events in writing that unfold naturally.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
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Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u>
<u>4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u>

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		d) Use concrete words and phrases and sensory details to convey experiences and events precisely
Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use a variety of transitional words and phrases to manage the sequence of events.
Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e) Provide a conclusion that follows from the narrated experiences or events.
Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types		

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Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u>	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity</u>		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u>
<u>4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u>	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

English Language Arts | Grade 4 - Persuasive Writing (WP)

Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WP.i1 Recall relevant information from experiences for use in writing.	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>a) Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</u> <u>b) Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</u>
Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good		

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<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>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.</u>
<u>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>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.</u>
<u>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

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<u>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
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Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text

<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</u> <u>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u>

Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary

<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</u> <u>b) Provide reasons that are supported by facts and details.</u>

Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples

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<u>using several related sentences, and making connections using transitions (because, but, for example, etc.)</u>		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WP.m1 Create an organizational structure that lists reasons in a logical order.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u>
<u>4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u>
<u>4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u>
<u>Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons</u>		
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<u>4.WP.n1 Provide a concluding statement or section related to the opinion presented.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</u> <u>d. Use precise language and domain-specific vocabulary to support the opinion piece.</u>
Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types.		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u>
<u>4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing,</u>	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

	<u>rewriting, or trying a new approach.</u>	
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English Language Arts | Grade 4 - Reading Informational Text (RI)

Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</u>
<u>4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</u>
<u>4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>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).</u>
<u>4.RI.h4 Use information presented visually,</u>	<u>Integration of Knowledge and</u>	<u>RI.4.7 Interpret information presented</u>

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<u>orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</u>	<u>Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>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.</u>
<u>4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>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.</u>
<u>Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>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.</u>
<u>4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make</u>	<u>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.</u>

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	logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<u>4.RI.i3 Determine the main idea of an informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</u>
<u>4.RI.i4 Identify supporting details of an informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</u>
<u>4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>Comprehension and Collaboration</u> SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).</u>	<u>Craft and Structure</u> RI5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or	<u>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u>

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	<p><u>stanza) relate to each other and the whole.</u></p> <p>Craft and Structure</p> <p><u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u></p>	
<p><u>4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u></p>	<p>Craft and Structure</p> <p><u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u></p>	<p><u>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u></p>
<p><u>4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.</u></p>	<p>Craft and Structure</p> <p><u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u></p>	<p><u>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u></p>

Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<p><u>4.RI.k1 Determine if information in a text is firsthand or secondhand.</u></p>	<p>Craft and Structure</p> <p><u>R6. Assess how point of view or purpose shapes the content and style of a text.</u></p>	<p><u>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p>
<p><u>4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.</u></p>	<p>Craft and Structure</p> <p><u>R6. Assess how point of view or purpose shapes the content and style</u></p>	<p><u>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p>

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	of a text.	
4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</u>
4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.	<u>Comprehension and Collaboration</u> <u>SL3. Identify the reasons and evidence a speaker provides to support particular points.</u>	<u>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points</u>
4. RI.k5 Identify reasons that the author uses to support ideas in an informational text.	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</u>
Progress Indicator: E.RI.1 using evidence to show how graphics/visuals support central ideas		
Core Content Connectors: 4	CCRA Standards	<u>Idaho Content Standard</u>
4.RI.11 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	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and</u>	<u>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</u>

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<u>which it appears.</u>	<u>quantitatively, as well as in words.</u>	<u>which it appears.</u>
Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making connections within or across texts		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>
Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4. RI.n1 Identify facts that an author uses to support a specific point or opinion.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</u>

English Language Arts | Grade 4 - Reading Literary (RL)

Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.i3 Use evidence from the text to summarize a story, poem or drama.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development;	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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	summarize the key supporting details and ideas.	
4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective

Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)

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	(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	when writing or speaking about a text.
4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Progress Indicator: E.RL.k identifying central ideas and key details to derive author's purpose, message or theme		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points

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Progress Indicator: E.RL.l using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text</u>	<u>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).</u>
4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text</u>	<u>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).</u>
Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.m1 Determine the author's point of view (first- or third- person).	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</u>
4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</u>
4.RL.m3 Make connections between	<u>Integration of Knowledge and Ideas</u>	<u>RL.4.7 Make connections between the text of a</u>

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<u>the text of a story and the visual representations, refer back to text/illustrations to support answer.</u>	<u>R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</u>	<u>story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</u>
<u>4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</u>	<u>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</u>
<u>4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</u>
<u>4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</u>

English Language Arts | Grade 4 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.g applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</u>	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Progress Indicator: E.RWL.h reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words		
<u>4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</u>	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. d) Read grade-appropriate irregularly spelled words.
<u>4.RWL.h2 Identify grade level words with accuracy and on successive attempts.</u>	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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		context and out of context.
4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RWL.i1 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of the word or phrase.
4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.

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	<p><u>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
<p><u>4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.4.4 Determine or clarify the meaning of unknown and multipel-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</u></p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p><u>4.RWL.i5 Relate words to their opposites (antonyms).</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.4.5 Demonstrate understanding of word relationships and nuances in word meanings.</u></p> <p>c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<p><u>4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.4.5 Demonstrate understanding of word relationships and nuances in word meanings.</u></p> <p>c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing,

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<u>and in responses to texts read, heard, or viewed</u>		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
<u>4.RWL.j1 Use general academic and domain specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conversation, and endangered</i> when discussing animal preservation).</u>
<u>4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</u>
<u>Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts</u>		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
<u>4.RWL.k1 Identify simple similes in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</u>
<u>4.RWL.k2 Identify simple metaphors in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative</u>	<u>L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u>

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	<u>language, word relationships, and nuances in word meanings.</u>	<p>a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
<u>4.RWL.k3 Identify the meaning of common idioms.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<p><u>L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u></p> <p><u>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p>
<u>4.RWL.k4 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<p><u>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</u></p>

English Language Arts | Grade 4 - Writing: Across All Types (WA)

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WA.1 Develop keyboarding skills.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-2 pages)</u>
<u>4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-2 pages)</u>
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u>
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WA.4 Add audio recordings and visual displays to presentations when appropriate</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and</u>	<u>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</u>

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<u>to enhance the development of main ideas or themes.</u>	visual displays of data to express information and enhance understanding of presentations.	
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WA.5 Use relative pronouns and relative adverbs in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>a) Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</u>
<u>4.WA.6 Use prepositional phrases in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>e) Form and use prepositional phrases.</u>
<u>4.WA.7 Produce simple, compound, and complex sentences in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</u>
<u>4.WA.8 Recognize and correct inappropriate fragments and run-on sentences.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</u>

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Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WA.9 Use correct capitalization in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> a) Use correct capitalization.
<u>4.WA.10 Use commas and quotation marks in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence.
<u>4.WA.11 Spell words correctly in writing, consulting references as needed.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> d) Spell grade-appropriate words correctly, consulting references as needed.
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> a) Choose words and phrases to convey ideas precisely.

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Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<u>4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</u>	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.4.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

English Language Arts | Grade 5 - Habits and Dispositions (HD)

M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels.	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</u> <u>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</u>
M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know...so I think this means that...")		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
NO CCCs were written for this PI at this grade level.		
M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.HD.c1 Utilize different		No CCRA

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<u>comprehension strategies depending upon the text or literacy task.</u>		
M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</u>	<u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</u>
M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</u>
<u>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</u>

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<u>M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>
<u>5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>
<u>5.HD.f3 Write notes during the reading or writing process.</u>		<u>No CCRA</u>

English Language Arts | Grade 5 - Informational Writing (WI)

Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.
5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.
Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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<u>5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
<u>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> u.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings, illustrations, and multimedia when useful to aiding comprehension.
<u>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</u>
<u>Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")</u>		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WI.c1 Provide an introduction that includes context/background information and establishes a central</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u>

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<u>idea or focus about a topic.</u>	<u>examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea</u>		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>
<u>5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>
<u>Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas</u>		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create</u>	<u>Text Types and Purposes</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and</u>

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<u>cohesion within writing.</u>	<p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>information clearly.</u></p> <p><u>c.) Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</u></p>
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Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.</u>	<p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u></p> <p><u>a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p>

Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</u>	<p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u></p> <p><u>f.) Provide a concluding statement or section related to the information or explanation presented.</u></p>

Progress Indicator: E.WI.h applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning; making judgments about accuracy of evidence and cohesion of

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<u>text/ visual/auditory components</u>	<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>		<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>
<u>5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</u>		<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u>

English Language Arts | Grade 5 - Literary Writing (WL)

Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>
Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.c1 Organize ideas and events so that they unfold naturally.	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and</u>

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	<u>imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>clear event sequences.</u> <u>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
<u>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u>
<u>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</u>
<u>Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and</u>

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	<u>imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>clear event sequences.</u> <u>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</u>
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Progress Indicator: M.WL.e developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u>

Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WL.f1 Use figurative language in context, including similes and metaphors.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>

Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
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<p><u>5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.</u></p>	<p><u>Text Types and Purposes</u></p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>e) Provide a conclusion that follows from the narrated experiences or events.</p>
<p>Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)</p>		
<p><u>Core Content Connectors: 5</u></p> <p><u>5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</u></p>	<p><u>CCRA Standards</u></p> <p><u>Production and Distribution of Writing</u></p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>Idaho Content Standard</u></p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p><u>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u></p>	<p><u>Production and Distribution of Writing</u></p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

English Language Arts | Grade 5 - Persuasive Writing (WP)

Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) <i>Apply grade 5 Reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing, on specific details in the text [e.g., how characters interact]).</i></p> <p>b) <i>Apply grade 5 Reading standard to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</i></p>
5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard

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<p><u>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</u></p>	<p><u>Production and Distribution of Writing</u></p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>
<p><u>5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u></p>	<p><u>Research to Build and Present Knowledge</u></p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><u>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.</u></p>
<p><u>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</u></p>	<p><u>Research to Build and Present Knowledge</u></p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><u>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.</u></p>
<p><u>Progress Indicator:M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented</u></p>		
<p><u>Core Content Connectors: 5</u></p>	<p><u>CCRA Standards</u></p>	<p><u>Idaho Content Standard</u></p>
<p><u>5.WP.c1 Provide an introduction that states own opinion within persuasive text.</u></p>	<p><u>Text Types and Purposes</u></p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p><u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u></p> <p>a) Introduce a topic or text clearly, state an</p>

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		<u>opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u>
<u>5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u>

Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>b) Provide logically ordered reasons that are supported by facts and details.</u>

Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WP.e1 Links opinions and reasons using words, phrases and clauses.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant</u>	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u>

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	sufficient evidence.	c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<u>5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u>
Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
No CCCs written for this PI		
Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>d) Provide a concluding statement or section related to the opinion presented.</u>
Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning; making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard

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<p><u>5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p><u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p>	<p><u>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p>
<p><u>5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>

English Language Arts | Grade 5 - Reading Informational Text (RI)

Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.</u>	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information		
<u>5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</u>	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<u>5.RI.b2 Use signal word to identify common types of text structure.</u>	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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	<u>whole.</u>	
<u>5.RI.b3 Use search tools or text features as a means of locating relevant information.</u>	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.</u>	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.
Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.RI.c1 Identify prior knowledge of an event or topic.</u>		No CCRA linked
<u>5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.</u>	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>5.RI.c3 Quote accurately from a text to support inferences.</u>	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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	<u>inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	
<u>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u>
<u>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u> <u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u> <u>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>5.RI.c6 Summarize the points a speaker makes.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>
<u>Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.RI.d1 Explain/identify the relationship between two or more individuals, events,</u>	<u>Key Ideas and Details</u>	<u>RI.5.3 Explain the relationships or interactions between two or more</u>

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<u>ideas, or concepts in a historical, scientific, or technical text.</u>	<u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>
<u>5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>
<u>5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>
<u>5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>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.</u>
<u>5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the</u>	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>

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	<u>whole.</u>	
Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u>
<u>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>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).</u>
<u>5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>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).</u>
<u>5.RI.e4 Determine if there are any potential biases on the author's part.</u>		<u>No CCRA linked</u>
<u>5.RI.e5 Identify the impact of the author's point of view on the reader.</u>		<u>No CCRA linked</u>
Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic		
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<u>5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u>
<u>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u>
Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.RI.g1 Identify the author's stated thesis/claim/opinion.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>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).</u>
<u>5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>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).</u>
<u>5.RI.g3 Identify a speaker's points or claims.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view,</u>	<u>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>

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	<u>reasoning, and use of evidence and rhetoric.</u>	
<u>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>

English Language Arts | Grade 5 - Reading Literary (RL)

Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</u>
Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)		
5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.	<u>Key ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.	<u>Key ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme		
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<u>5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.</u>	<u>Key ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u>
<u>5.RL.c2 Summarize a text from beginning to end in a few sentences.</u>	<u>Key ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u>
<u>5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</u>	<u>Key ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u>
Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across text		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</u>	<u>Key ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u>
<u>5.RL.d2 Compare and contrast two or more characters, settings, or events in a</u>	<u>Key ideas and Details</u>	<u>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or</u>

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<u>story or drama, drawing on specific details in the text (e.g., how characters interact).</u>	R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>drama, drawing on specific details in the text (e.g., how characters interact).</u>
<u>5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u>
Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<u>5.RL.e1 Use signal words to identify common types of text structure within a text.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u>
<u>5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u>
<u>5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</u>	<u>Integration of Knowledge and Skills</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in	<u>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</u>

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	words.	
Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<u>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</u>
<u>5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</u>
Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<u>5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>

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<p><u>5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u></p> <p><u>a) Interpret figurative language, including similes and metaphors, in context.</u></p>
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English Language Arts | Grade 5 - Reading at the Word Level (RWL)

<u>Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words</u>		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<u>5.RWL.a1 Use context to confirm or self-correct word recognition.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.</u>
<u>5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u>
<u>Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context</u>		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<u>5.RWL.b1 Use morphemes</u>	<u>Phonics and Word Recognition</u>	<u>RF.5.3 Know and apply grade-level phonics</u>

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<u>(e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</u>	<p><u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u></p>	<p><u>and word analysis skills in decoding words.</u></p> <p><u>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</u></p>
<u>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</u>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</u></p> <p><u>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</u></p>
<p>Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking</p>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RWL.c1 Use general academic and domain specific words and phrases accurately.</u>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u></p>	<p><u>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</u></p>
<p>Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary</p>		

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Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<u>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u>	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.
<u>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.
Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<u>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</u>	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific	RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. L.5.5 Demonstrate understanding of figurative

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	<p><u>word choices shape meaning or tone.</u></p> <p>Vocabulary Acquisition and Use</p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>language, word relationships and nuances in word meanings.</u></p> <p><u>a) Interpret figurative language, including similes and metaphors, in context.</u></p>
<u>5.RWL.e2 Identify the meaning of common idioms or proverbs.</u>	<p>Vocabulary Acquisition and Use</p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u></p> <p><u>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p>

English Language Arts | Grade 5 - Writing: Across All Types (WA)

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WA.1 Develop keyboarding skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-3 pages)</u>
<u>5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-3 pages)</u>
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<u>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u>
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<u>5.WA.4 Include multimedia</u>	<u>Presentation of Knowledge and Ideas</u>	<u>SL.5.5 Include multimedia components (e.g.,</u>

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<u>components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</u>	<u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</u>
<u>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>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.</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.6 Recognize and correct inappropriate shifts in verb tense.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>d) Recognize and correct inappropriate shifts in verb tense.</u>
<u>5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>c) Use verb tense to convey various times, sequences, states, and conditions.</u>
<u>5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>

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		a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.9 Use punctuation to separate items in a series.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use punctuation to separate items in a series.
5.WA.10 Use commas accurately in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Use a comma to separate an introductory element from the rest of the sentence. c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
5.WA.11 Spell words correctly in writing, consulting references as needed.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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		e) Spell grade-appropriate words correctly, consulting references as needed.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

English Language Arts | Grade 6 - Habits and Dispositions (HD)

M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</u>	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know...so I think this means that...")		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>NO CCCs were written for this PI at this grade level</u>		
M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.HD.c1 Utilize different</u>		No CCRA

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<u>comprehension strategies depending upon the text or literacy task.</u>		
M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</u>
M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</u>
<u>6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly</u> <u>d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</u>

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<u>M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>
<u>6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>

English Language Arts | Grade 6 - Informational Writing (WI)

Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u>
<u>6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u>
<u>6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u>
Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics		

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Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.c1 Provide an introduction that	Text Types and Purposes	W.6.2 Write informative/explanatory texts to

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<u>includes context/background information to establish a central idea or focus about a topic.</u>	<u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u>
		<u>a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>

Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>
<u>6.WI.d2 . Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>

Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose

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and genre, including use of transitional words and phrases to connect ideas

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>c.) Use appropriate transitions to clarify the relationships among ideas and concepts.</u>

<u>6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>e.) Establish and maintain a formal style.</u>
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Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</u>

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		<u>when useful to aiding comprehension.</u>
Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.</u>		
	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>f.) Provide a concluding statement or section that follows from the information or explanation presented.</u>
Progress Indicator: E.WI.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>
<u>6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>

English Language Arts | Grade 6 - Literary Writing (WL)

Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.c1 Organize ideas and events so that they unfold naturally.	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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	<u>effective technique, well-chosen details, and well-structured event sequences.</u>	<u>a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>
<u>6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>
<u>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>
Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u>

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	<u>effective technique, well-chosen details, and well-structured event sequences.</u>	<u>d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u>
Progress Indicator: M.WL.e developing a plot that includes tension (e.g., conflict-resolution) that unfolds through one or more episodes/scenes		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at 6th grade		
Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., personification) in context.</u>
Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u>

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	<u>effective technique, well-chosen details, and well-structured event sequences.</u>	<u>e) Provide a conclusion that follows from the narrated experiences or events.</u>
Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>

English Language Arts | Grade 6 - Persuasive Writing (WP)

Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<p><u>6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</u></p>	<p><u>Research to Build and Present Knowledge</u></p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.6.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</p> <p>a) <i>Apply grade 6 Reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing, on specific details in the text [e.g., how characters interact]).</i></p> <p>b) <i>Apply grade 6 Reading standard to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</i></p>
<p><u>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</u></p>	<p><u>Comprehension and Collaboration</u></p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>Text Types and Purposes</u></p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	<p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) <i>Introduce claim(s) and organize the reasons and evidence clearly.</i></p>

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	relevant sufficient evidence.	
Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources,	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic

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	assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	bibliographic information for sources.
Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented		
Core Content Connectors: 6	CCRA Standards	<u>Idaho Content Standard</u>
<u>6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s) and organize the reasons and evidence clearly.</u>
<u>6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s) and organize the reasons and evidence clearly.</u>
Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience		
Core Content Connectors: 6	CCRA Standards	<u>Idaho Content Standard</u>
<u>6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u>
Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional		

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<u>appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers</u>		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.e1 Use words, phrases and clauses to link claims and reasons.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
<u>Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims</u>		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
No CCCs written for this PI		
<u>Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn</u>		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.g1 Provide a concluding statement or section that follows the argument presented.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. e. Establish and maintain a formal style.
<u>Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning; making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)</u>		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to	Production and Distribution of Writing	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<u>persuade), and audience.</u>	<u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	
<u>6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>

English Language Arts | Grade 6 - Reading Informational Text (RI)

Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information		
<u>6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>
<u>6.RI.b2 Use search tools or text features as a means of locating relevant information.</u>		<u>No CCRA</u>
<u>6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u>

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<u>6.RI.b4 Summarize information gained from a variety of sources including media or texts.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u>
<u>Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.c1 Identify prior knowledge of an event or topic.</u>		<u>No CCRA linked</u>
<u>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>
<u>6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</u>
<u>6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information</u>	<u>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</u>

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<u>under study.</u>	<u>presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>contributes to a topic, text, or issue under study.</u>
<u>6.RI.c5 Summarize the points a speaker makes.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>

Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>
<u>6.RI.d2 Use textual evidence to support inferences.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>

Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose</u>	<u>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u>

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	<u>shapes the content and style of a text.</u>	
<u>6.RI.e2 Summarize the points an author makes.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>
<u>6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u>
<u>Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u>
<u>Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.g1 Identify key individuals, events, or ideas in a text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>

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<u>6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>
<u>6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>
<u>6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>
<u>6.RI.g5 Identify an argument or claim that the author makes.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>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.</u>
<u>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the	<u>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.</u>

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	<u>relevance and sufficiency of the evidence.</u>	
<u>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u> <u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>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.</u> <u>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>

English Language Arts | Grade 6 - Reading Literary (RL)

Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RL.b1 Describe how the plot unfolds in a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u>
<u>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the</u>	<u>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>

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<u>conclusions about characters including how they change during the course of the story.</u>	<u>text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	
<u>6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RLc1 Select key details about a character and relate those details to a theme within the text.</u>	<u>Key ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>
<u>6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>
<u>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development;</u>	<u>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>

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	<u>summarize the key supporting details and ideas.</u>	
Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across texts		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u>
Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u>
<u>6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.</u>	<u>Integration of knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</u>
<u>6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.</u>	<u>Integration of Knowledge and Skills</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as</u>	<u>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they</u>

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	<u>well as in words.</u>	<u>perceive when they listen or watch.</u>
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Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation

Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RL.f1 Determine the narrative point of view.</u>	Craft and Structure <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</u>
<u>6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.</u>	Craft and Structure <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</u>
<u>6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.</u>	Craft and Structure <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</u>

Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text

Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RL.g1 Interpret personification to help explain the characters within a text.</u>	Vocabulary Acquisition and Use <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>

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<p><u>6.RL.g2 Interpret the meaning of personification to help determine the writing style within a text.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u></p> <p><u>a) Interpret figurative language, including similes and metaphors, in context.</u></p>
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English Language Arts | Grade 6 - Reading at the Word Level (RWL)

Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><u>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p>a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p>
<u>6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and</p>	<p><u>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading</u></p>

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	<p><u>multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>and content, choosing flexibly from an array of strategies.</u></p> <p><u>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</u></p>
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Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking

Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RWL.c1 Use general academic and domain specific words and phrases accurately.</u>	<p>Vocabulary Acquisition and Use</p> <p><u>L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u></p>	<p><u>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>

Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary

Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u>	<p>Vocabulary Acquisition and Use</p> <p><u>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p><u>d) Verify the preliminary determination of</u></p>

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		<p>the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<u>6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<u>6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<u>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and</p>	<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading</p>

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<u>precise meaning of a word.</u>	<u>multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
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Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)

Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
<u>6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., personification) in context.</u>
<u>6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</u>
<u>6.RWL.e3 Determine the meaning of words and phrases as they are</u>	<u>Craft and Structure</u>	<u>RL.6.4 Determine the meaning of words and phrases as they are used in a text</u>

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<p><u>used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u></p>	<p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>
		<p><u>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p>

English Language Arts | Grade 6 - Writing: Across All Types (WA)

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u>
<u>6.WA.2 Develop sufficient keyboarding skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<u>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</u>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and</u>	<u>Presentation of Knowledge and Ideas</u>	<u>SL.6.5 Include multimedia components (e.g., graphics, sound) and visual displays in</u>

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<u>visual displays in presentations to clarify information.</u>	<u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>presentation when appropriate to enhance the development of topic.</u>
<u>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.6.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</u>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</u>
<u>6.WA.7 Identify and use pronouns accurately in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>a) Ensure that pronouns are in the proper case (subjective, objective, possessive).</u> <u>b) Use intensive pronouns (e.g., myself,</u>

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		<p><u>ourselves).</u></p> <p><u>c) Recognize and correct inappropriate shifts in pronoun number and person.</u></p> <p><u>d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</u></p>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</u>
<u>6.WA.9 Spell words correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>b) Spell correctly.</u>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</u>	<u>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> <u>a) Vary sentence patterns for meaning,</u>

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	<u>comprehend more fully when reading or listening.</u>	<u>reader/listener interest, and style.</u>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.</u>	Vocabulary Acquisition and Use <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<u>6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</u>	Vocabulary Acquisition and Use <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>

English Language Arts | Grade 7 - Habits and Dispositions (HD)

M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</u>
7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</u>
7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence</u>	<u>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</u>

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	<u>and rhetoric.</u>	
M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.HD.i1 Use information and feedback to refine understanding or products.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</u>
<u>7.HD.i2 Use feedback from adults and peers to improve writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.7.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</u>
M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.HD.j1 Use information and feedback to refine own thinking.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</u>
<u>7.HD.j2 Evaluate print and digital</u>	<u>Research to Build and Present</u>	<u>W.7.8 Gather relevant information from multiple print</u>

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<u>sources to refine ideas or thoughts while writing.</u>	<u>Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.</u>	<u>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.</u>
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English Language Arts | Grade 7 - Informational Writing (WI)

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WI.i1 List Internet search terms for a topic of study.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.7.8 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.</u>
<u>7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.7.8 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.</u>
<u>7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.7.8 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.</u>
<u>7.WI.i4 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u>	<u>W.7.8 Gather relevant information from multiple print and digital sources, using search terms</u>

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	<p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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.</p>
<p>7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<p>Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue</p>		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<p>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</p>	<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</p>
<p>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of</p>	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a.) Introduce a topic clearly, previewing what is</p>

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	<u>content.</u>	<u>to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u>
<u>Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a</u>		

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<u>knowledgeable stance and consistent (formal) style and voice</u>		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WI.I1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
<u>7.WI.I2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> e.) Establish and maintain a formal style.
<u>Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea</u>		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<u>7.WI.m2 Present claims and findings,</u>	<u>Presentation of Knowledge and Ideas</u>	<u>SL.7.4 Present claims and findings, emphasizing</u>

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<u>emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</u>	<p><u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</u></p> <p><u>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p>
<u>7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<p><u>Research to Build and Present Knowledge</u></p> <p><u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u></p>	<p><u>W.7.8 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.</u></p>
<u>Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis</u>		
<u>Core Content Connectors: 7</u>	<p><u>CCRA Standards</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and</u></p>	<p><u>Idaho Content Standard</u></p> <p><u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p>
<u>7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</u>		

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	<u>accurately through the effective selection, organization, and analysis of content.</u>	<u>f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>
Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>
<u>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and</u>	<u>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</u>

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	<p><u>audience.</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p>
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English Language Arts | Grade 7 - Literary Writing (WL)

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.k1 Organize ideas and event so that	Text Types and Purposes	W.7.3 Write narratives to develop real or

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<u>they unfold naturally.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>
<u>7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>
<u>7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>
<u>Progress Indicator: M.WL.l selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory</u>	<u>Text Types and Purposes</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective</u>

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<u>language to capture the action and convey experiences and events.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>technique, relevant descriptive details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>
Progress Indicator: M.WL.m using dialogue to advance the plot or theme		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at 7th grade</u>		
Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u> <u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations</u>

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		(definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</u>
Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>	<u>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>

English Language Arts | Grade 7 - Persuasive Writing (WP)

Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WP.i1 Discuss how own view or opinion changes using new information provided by others.</u>	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. d) Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.</u>	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose</u>	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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<u>and audience.</u>	<u>approach.</u>	
<u>7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</u>
<u>7.WP.j3 List internet search terms for a topic of persuasive writing.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.7.8 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.</u>
<u>7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.7.8 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.</u>
<u>7.WP.j5 Describe how the claims within a speaker's argument matches own argument.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations	<u>SL.7.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u>

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	<u>with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</u>
<u>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.7.8 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.</u>
<u>7.WP.j7 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.7.8 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.</u>
<u>Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.7.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and</u>

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		evidence logically.
7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.7.1 Write an argument to support claims with clear reasons and relevant evidence. b) Support claim(s) with logical reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.7.1 Write an argument to support claims with clear reasons and relevant evidence. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person)	Text Types and Purposes	W.7.1 Write an argument to support claims with clear reasons and relevant evidence.

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<u>for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>d) Use precise language and domain-specific vocabulary to support the argument.</u>
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Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition

Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.7.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>e) Establish and maintain a formal style.</u>

Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)

Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing</u>	<u>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</u>

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	<u>as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>focusing on how well purpose and audience have been addressed.</u>
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English Language Arts | Grade 7 - Reading Informational Text (RI)

Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.RI.i1 Use signal words as a means of locating information.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>
<u>7.RI.i2 Use text features to locate information.</u>		<u>No CCRA linked</u>
<u>7.RI.i3 Outline a given text to show how ideas build upon one another.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>

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Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</u>	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>7.RI.j2 Determine the central idea of a text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<u>7.RI.j3 Analyze the development of the central idea over the course of the text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<u>7.RI.j4 Provide/create an objective summary of a text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<u>7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or</u>	Key Ideas and Details R3. Analyze how and why individuals,	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or

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<u>how individuals influence ideas or events).</u>	events, and ideas develop and interact over the course of a text.	events, or how individuals influence ideas or events).
<u>7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u>
<u>Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole</u>		
Core Content Connectors: 7	CCRA Standards	<u>Idaho Content Standard</u>
<u>7.RI.k1 Determine the structure of a text.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>
<u>7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>
<u>7.RI.k3 Identify an argument or claim that the author makes.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument	<u>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the</u>

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	<u>and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>evidence is relevant and sufficient to support the claims.</u>
<u>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.7.8 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.</u>
<u>7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.7.8 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.</u>
<u>7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</u>
<u>Progress Indicator: M.RI.1 comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.RI.l1 Compare/contrast how two or more authors write or present about the same topic.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order</u>	<u>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a</u>

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	<p><u>to build knowledge or to compare the approaches the authors take.</u></p>	<p><u>speech affects the impact of the words).</u></p> <p><u>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u></p>
<p><u>7.RI.12 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p><u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u></p>	<p><u>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u></p>

English Language Arts | Grade 7 - Reading Literary (RL)

Progress Indicator: M.RI.h flexibility using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
<u>7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
<u>7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>7.RL.i3 Determine the theme or central idea of a text.</u>	<u>Key Ideas and Details</u>	<u>RL.7.2 Determine a theme or central idea of a text and analyze its development over the</u>

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	R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	course of the text; provide an objective summary of the text.
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Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme

Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.j1 Analyze the development of the theme or central idea over the course of the text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning

Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone

Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.l1 Examine how the structure of a	Craft and Structure	RL.7.5 Analyze how a drama's or poem's form

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<u>poem or drama adds to its meaning.</u>	R5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<u>or structure (e.g., soliloquy, sonnet) contributes to its meaning.</u>
Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RL.m1 Compare and contrast the points of view of different characters in the same text.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u>
<u>7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</u>
<u>7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</u>
<u>7.RL.m4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order	<u>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction</u>

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how authors of fiction use or alter history.

to build knowledge or to compare the approaches the authors take.

use or alter history.

English Language Arts | Grade 7 - Reading at the Word Level (RWL)

Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim</i>, <i>skinny</i>, <i>scrawny</i>, <i>thin</i>).	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</u>
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context		
7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</u>
7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>

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		b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.h1 Identify words that are derived from a familiar word (e.g., <i>pedal: pedestrian, pedestal, bipedal</i>).		
Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.i1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.

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	<p><u>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><u>7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p><u>7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p><u>7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and</u></p>	<p><u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p>

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	<p><u>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p>c) <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u></p>
<u>Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)</u>		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
<p><u>7.RWL.k1 Identify allusion within a text or media.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a) <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u></p>
<p><u>7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a) <u>Interpret figures of speech (e.g., personification) in context.</u></p> <p><u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a) <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u></p>

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<p><u>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><u>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</u></p>
<p><u>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u></p>	<p><u>Craft and Structure</u></p> <p><u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u></p>	<p><u>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u></p> <p><u>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u></p>
<p><u>Progress Indicator: M.RWL.l analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</u></p>		
<p><u>Core Content Connectors: 7</u></p> <p><u>7.RWL.l1 Identify alliteration within text.</u></p>	<p><u>CCRA Anchor Standard</u></p> <p><u>Craft and Structure</u></p> <p><u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u></p>	<p><u>Idaho Content Standard</u></p> <p><u>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u></p>

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<p><u>7.RWL.12 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.</u></p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><u>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u></p>
<p><u>7.RWL.13 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</u></p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><u>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u></p>

English Language Arts | Grade 7 - Writing: Across All Types (WA)

Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WA.1 Develop sufficient keyboarding skills.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u>
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well to interact and collaborate with others including linking to and citing sources.</u>
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
<u>7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding</u>

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		<p>how authors of fiction use or alter history").</p> <p>b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "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").</p>
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	<p>Presentation of Knowledge and Ideas</p> <p>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>
7.WA.6 Use phrases and clauses accurately within a sentence.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c) Place phrases and clauses within a sentence, recognizing and correcting</p>

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		misplaced and dangling modifiers.
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.7 Use commas to separate coordinate adjectives.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt.</i>)
7.WA.8 Spell words correctly in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Spell correctly.
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.W.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.10 Use grade appropriate general academic	Vocabulary Acquisition and Use	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-

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<p><u>and domain-specific words and phrases accurately within writing.</u></p>	<p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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English Language Arts | Grade 8 - Habits and Dispositions (HD)

M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)		
8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.8.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.
8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.8.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.
8.HD.h3 Evaluate the soundness of reasoning and the relevance and	Comprehension and Collaboration	SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and

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<u>sufficiency of evidence provided in an argument.</u>	SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>8.HD.h4 Identify when irrelevant evidence is introduced within an argument.</u>	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u>
<u>M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products</u>		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.HD.i1 Use information and feedback to refine understanding.</u>	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>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 and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, modify their own views in light of the evidence presented.</u>
<u>8.HD.i2. Use feedback from adults and peers to clarify writing.</u>	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</u>
<u>M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)</u>		

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Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.HD.j1 Use information and feedback to clarify meaning for readers.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>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 and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</u>
<u>8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, 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.</u>	<u>W.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.</u>

English Language Arts | Grade 8 - Informational Writing (WI)

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.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.
8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.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.
8.WI.i3 Use a standard format to produce citations.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.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.
8.WI.i4 Follow steps to complete a short research project (e.g., determine	Research to Build and Present Knowledge	W.8.7 Conduct short research projects to answer a question (including a self-generated question),

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<u>topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</u>
Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</u>
<u>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.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.</u> <u>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas</u>	<u>W.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.</u>

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	<u>and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
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Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.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.</u> <u>c.) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u>

Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.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.</u> <u>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>

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<u>8.WI.I2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.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.</u> <u>e.) Establish and maintain a formal style.</u>
<u>Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well chosen facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u>	<u>W.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.</u>
<u>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</u>	<u>Presentation of Knowledge and Ideas</u>	<u>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.</u>
<u>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</u>	<u>Text Types and Purposes</u>	<u>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u>
<u>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas</u>	

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	<u>and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	
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Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.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.</u> <u>f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>

Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been</u>	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been</u>

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	<u>rewriting, or trying a new approach.</u>	<u>addressed.</u>
<u>8.WI.03 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</u>	<p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</u></p>	<p><u>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.</u></p> <p><u>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p>

English Language Arts | Grade 8 - Literary Writing (WL)

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.k1 Organize ideas and events so that	Text Types and Purposes	W.8.3 Write narratives to develop real or

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<u>they unfold naturally.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u>
<u>8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u> <u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u>
<u>8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u>
<u>Progress Indicator: M.WL.l selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

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<u>8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>
Progress Indicator: M.WL.m using dialogue to advance the plot or theme		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI in 8th grade</u>		
Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Vocabulary Acquisition and Use</u> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g. verbal irony, puns) in context.</u>
Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers		

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with something to think about

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</u>

Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>

English Language Arts | Grade 8 - Persuasive Writing (WP)

Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WP.i1 Discuss how own view or opinion changes using new information provided by others.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>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.</u> <u>d) Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</u>
<u>8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.8.2 Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u>
<u>8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u>
Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual		

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information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.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.
<u>8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<u>8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.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.
<u>8.WP.j4 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information	W.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

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	<u>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
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Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u>
<u>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u>

Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive</u>	<u>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</u>

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	<u>topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u>
<u>8.WP.I2 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u>

Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>d) Use precise language and domain-specific vocabulary to support the argument.</u>

Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>e) Establish and maintain a formal style.</u>

Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about

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completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>

English Language Arts | Grade 8 - Reading Informational Text (RI)

<u>Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts</u>		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>RI10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</u>
<u>Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information</u>		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.RI.i1 Use signal words as a means of locating information.</u>	<u>Craft and Structure</u> <u>RI5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</u>
<u>8.RI.i2 Use text features as a means of locating information.</u>		<u>No CCRA linked</u>
<u>8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.</u>	<u>Craft and Structure</u> <u>RI5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</u>
<u>Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections</u>		

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<u>within or across texts (e.g., events, people, ideas)</u>		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>8.RI.j3 Determine two or more central ideas in a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>
<u>8.RI.j4 Analyze the development of the central ideas over the course of the text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>
<u>8.RI.j5 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a	<u>RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective</u>

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	<u>text and analyze their development; summarize the key supporting details and ideas.</u>	<u>summary of the text.</u>
<u>8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u>
<u>Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.RI.k1 Determine the structure of a text.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</u>
<u>8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</u>
<u>8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u>

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<u>8.RI.k4 Identify an argument or claim that the author makes.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u>
<u>8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u>
<u>Progress Indicator: M.RI.l comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.RI.l1 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.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.8.9 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.</u>

English Language Arts | Grade 8 - Reading Literary (RL)

Progress Indicator: M.RL.h flexibly using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</u>
Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot subplot, central idea, theme)		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text</u>	<u>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn</u>

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<u>summaries of text.</u>	says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	from the text.
Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RL.j1 Determine the theme or central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>8.RL.j3 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>8.RL.j4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals,	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a

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<u>of a character or provoke a decision.</u>	events, and ideas develop and interact over the course of a text.	character, or provoke a decision.
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Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning

Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RL.k1 Identify the use of literary techniques within a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u>
<u>8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u>

Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone

Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RL.l1 Compare and contrast the structure of two or more texts.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u>
<u>8.RL.l2 Explain how language use contributes to the meaning of a poem or drama.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and	<u>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u>

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	<p>larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RL.m1 Compare and contrast the points of view of different characters in the same text.	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.8.6 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.</p>
8.RL.m3 Compare and contrast content presented in text, media, and live performance.	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>

English Language Arts | Grade 8 - Reading at the Word Level (RWL)

Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</u>	<p>Vocabulary Acquisition and Use</p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>c) <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</u></p>
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context		
<u>8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.</u>	<p>Vocabulary Acquisition and Use</p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</u></p> <p>a) <u>Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</u></p>
<u>8.RWL.g2 Use the relationship between particular words to better understand each of the words.</u>	<p>Vocabulary Acquisition and Use</p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>

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	<u>meanings.</u>	<u>b) Use the relationship between particular words to better understand each of the words.</u>
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Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)

Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RWL.h1 Explain the meaning of words derived from a familiar word (e.g., pedal refers to feet; pedestrian- traveling on foot, pedestal- support or foot for a structure, bipedal- two footed creatures).</u>		

Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking

Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RWL.i1 Use general academic and domain specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>

Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary

Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
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<p><u>8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u></p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</u></p> <p>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><u>8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u></p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p><u>8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u></p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both</p>

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		print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<u>8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>

Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)

Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
<u>8.RWL.k1 Identify irony within a text or media.</u>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., verbal irony, puns) in context.</p>
<u>8.RWL.k2 Identify a pun within a text or media.</u>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., verbal irony, puns) in context.</p>

<p><u>8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a) <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u></p> <p><u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a) <u>Interpret figures of speech (e.g., verbal irony, puns) in context.</u></p>
<p><u>8.RWL.k4 Identify and interpret an analogy within a text.</u></p>	<p><u>Craft and Structure</u></p> <p><u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u></p>	<p><u>RL.8.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u></p> <p><u>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</u></p>
<p><u>8.RWL.k5 Determine the meaning of words and phrases as they are</u></p>	<p><u>Craft and Structure</u></p>	<p><u>RL.8.4 Determine the meaning of words and phrases as they are used in a text</u></p>

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<u>used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u>	R4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u> <u>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</u>
<u>Progress Indicator: M.RWL.1 analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</u>		
<u>Core Content Connectors: 8</u> <u>8.RWL.11 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.</u>	<u>CCRA Anchor Standard</u> <u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>Idaho Content Standard</u> <u>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u>

English Language Arts | Grade 8 - Writing: Across All Types (WA)

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<u>8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</u>	<p><u>Production and Distribution of Writing</u></p> <p><u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u></p>	<p><u>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</u></p>
<u>8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research.</u>	<p><u>Research to Build and Present Knowledge</u></p> <p><u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><u>W.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), including describing how the material is rendered new.</u></p> <p>a) <u>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</u></p> <p>b) <u>Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;</u></p>

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		<u>recognize when irrelevant evidence is introduced").</u>
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	Presentation of Knowledge and Ideas <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u>
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.4 Use active and passive verbs in writing.	Conventions of Standard English <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Form and use verbs in the active and passive voice.</u>
8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.	Conventions of Standard English <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>c) Form and use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood.</u>
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	Conventions of Standard English <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

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		a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
<u>8.WA.7 Spell words correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> c) Spell correctly.
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.8 Use active and passive voice in writing to achieve particular effect.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
<u>8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.10 Use grade</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.8.6 Acquire and use accurately grade-</u>

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appropriate general academic and domain-specific words and phrases accurately within writing.

L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts | Grades 9-10 - Habits and Dispositions (HD)

H.HD.a reading grade level texts to accomplish academic or personal goals		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</u>
<u>H.HD.b reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)</u>		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<u>910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on</u>

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	<u>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>others' ideas and expressing their own clearly and persuasively.</u> <u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u>
<u>910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u>
<u>H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</u>
<u>H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)</u>		

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Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.</u>		No CCRA.
<u>H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)</u>		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.HD.e1 Read challenging grade appropriate texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</u>
<u>H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks</u>		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.</u>		<u>NO CCRA</u>
<u>H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)</u>		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and</u>	<u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding</u>

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	accuracy of each source; and integrate the information while avoiding plagiarism.	plagiarism and following a standard format for citation.
<u>910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.</u>		<u>NO CCRA</u>
<u>H.HD.h pursuing interactions/discourse with a widening community of readers and writers</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.</u>	<p><u>Comprehension and Collaboration</u></p> <p><u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u></p>	<p><u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u></p> <p><u>b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</u></p>
<u>910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</u>	<p><u>Comprehension and Collaboration</u></p> <p><u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u></p>	<p><u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u></p> <p><u>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</u></p>

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<p><u>910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.</u></p>	<p><u>Comprehension and Collaboration</u></p> <p><u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u></p>	<p><u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u></p> <p><u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u></p>
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English Language Arts | Grades 9-10 - Informational Writing (WI)

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue

Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>910.WI.a3 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of</u>	<u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</u>

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	each source, and integrate the information while avoiding plagiarism.	avoiding plagiarism and following a standard format for citation.
910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (e.g., 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.
Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	Production and Distribution of Writing W5. 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.	W.10-9.5 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.
910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a.) Introduce a topic; organize complex ideas,

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		<p><u>concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p>
<u>910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<p><u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p> <p><u>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p>
<u>910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<p><u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p> <p><u>b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u></p>
<p>Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text</p>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

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<u>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u>
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Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone

<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</u>
<u>910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u>

Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by

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<u>synthesizing information that moves beyond a single source and flows from ideas presented</u>		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>	<p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p> <p><u>f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p>
<u>Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice</u>		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<p><u>Production and Distribution of Writing</u></p> <p><u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p>	<p><u>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p>
<u>910.WI.f2 Strengthen writing by revising and editing.</u>	<p><u>Production and Distribution of Writing</u></p> <p><u>W5. 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.</u></p>	<p><u>W.9-10.5 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.</u></p>

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<p><u>910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</u></p>	<p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</u></p> <p><u>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>
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English Language Arts | Grades 9-10 - Literary Writing (WL)

Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style

Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> <u>W5. 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.</u>	<u>W.9-10.5 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.</u>

Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)

Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>910.WL.b2 Engage and orient the reader to the narrator and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>

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	<u>events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback, flash forward, subtle /implicit foreshadowing)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.c1 Create a smooth progression of experiences or events.</u>	<u>Text Types and Purposes</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>
	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>910.WL.c2 Sequence events so that they build on one another to create a coherent whole.</u>	<u>Text Types and Purposes</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>
<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>		<u>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</u>
<u>910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing,</u>	<u>Text Types and Purposes</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective</u>

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<u>suspense) as appropriate in writing.</u>	<p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>technique, well-chosen details, and well-structured event sequences.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>
<p>Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)</p>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<p>910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>
<p>Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme</p>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<p>910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot</p>

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		<u>lines, to develop experiences, events, and/or characters.</u>
Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical).</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.9-10.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</u> <u>b) Apply grade 9-10 Reading standard to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").</u>
Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>
Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard

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<p><u>910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</u></p>	<p><u>Production and Distribution of Writing</u></p> <p>W5. 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.</p>	<p>W.9-10.5 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.</p>

English Language Arts | Grades 9-10 - Persuasive Writing (WP)

Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)

Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>
<u>910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.9-10.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</u> <u>b) Apply grade 9-10 Reading standard to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</u>

Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis

Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information</u>	<u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research</u>

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	<p><u>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u></p>	<p><u>question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u></p>
<p><u>910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter-claim, conclude argument) focused on a specific purpose and audience.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p><u>W5. 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.</u></p>	<p><u>W.9-10.5 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.</u></p>
<p><u>910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</u></p>	<p><u>Text Types and Purposes</u></p> <p><u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u></p>	<p><u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p><u>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</u></p>
<p><u>910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.</u></p>	<p><u>Text Types and Purposes</u></p> <p><u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u></p>	<p><u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p><u>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,</u></p>

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<p><u>910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.</u></p>	<p><u>Text Types and Purposes</u></p> <p><u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u></p>	<p><u>reasons and evidence.</u></p> <p><u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p><u>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</u></p>
<p><u>910.WP.b6 Identify evidence for claim(s) and counterclaim(s).</u></p>	<p><u>Text Types and Purposes</u></p> <p><u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u></p>	<p><u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p><u>b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u></p>
<p><u>910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.</u></p>	<p><u>Research to Build and Present Knowledge</u></p> <p><u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u></p>	<p><u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u></p>
<p><u>910.WP.b8 Use a standard format to</u></p>	<p><u>Research to Build and Present</u></p>	<p><u>W.9-10.8 Gather relevant information from</u></p>

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<u>produce citations.</u>	<p>Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience</p>		
<u>Core Content Connectors: 910</u>	<p>CCRA Standards</p> <p><u>Text Types and Purposes</u></p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>Idaho Content Standard</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
<u>910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.</u>	<p><u>Text Types and Purposes</u></p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c) Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<u>910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</u>		

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<p><u>910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</u></p>	<p><u>Text Types and Purposes</u></p> <p><u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u></p>	<p><u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p><u>c) Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p>
<p>Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice</p>		
<p><u>Core Content Connectors: 910</u></p> <p><u>910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u></p>	<p><u>CCRA Standards</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u></p>	<p><u>Idaho Content Standard</u></p> <p><u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p><u>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p>
<p>Progress Indicator: H.WP.e articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing</p>		
<p><u>Core Content Connectors: 910</u></p> <p><u>910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.</u></p>	<p><u>CCRA Standards</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</u></p>	<p><u>Idaho Content Standard</u></p> <p><u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p>

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	<u>reasoning and relevant sufficient evidence.</u>	<u>f</u> <u>RL.11-12.4</u> <u>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u>
<p>Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message</p>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>910.WP.f2 Strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. 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.</u>	<u>W.9-10.5 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.</u>

English Language Arts | Grades 9-10 - Reading Informational Text (RI)

Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)		
<u>910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>

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<u>910.RI.b3 Determine the central idea of a text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RI.b4 Determine how the central idea develops.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RI.b5 Determine how key details support the development of the central idea of a text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RI.b6 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

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<p><u>910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</u></p>	<p><u>Key Ideas and Details</u></p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><u>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u></p>
<p><u>910.RI.c2 Identify connections between key points.</u></p>	<p><u>Key Ideas and Details</u></p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><u>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u></p>
<p><u>910.RI.c3 Analyze in detail how an author's ideas or claims are developed.</u></p>	<p><u>Craft and Structure</u></p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</u></p>
<p><u>910.RI.c4 Identify key sentences or paragraphs that support claims.</u></p>	<p><u>Craft and Structure</u></p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</u></p>

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<u>910.RI.c5 Determine the author's point of view or purpose in a text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</u>
<u>910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</u>
<u>Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RI.d1 Identify claims and arguments made by the author.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>
<u>910.RI.d2 Delineate/trace the authors argument and specific claims.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>

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<p><u>910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.</u></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p><u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u></p>
<p><u>Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)</u></p>		
<p><u>Core Content Connectors: 9-10</u></p> <p><u>910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u></p>	<p><u>CCRA Standards</u></p> <p><u>Integration of Knowledge and Ideas</u></p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p><u>Idaho Content Standard</u></p> <p><u>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u></p>
<p><u>910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).</u></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><u>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.</u></p>
<p><u>910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's</u></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p>R9. Analyze how two or more texts address similar themes or topics in</p>	<p><u>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.</u></p>

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<u>Four Freedoms speech, King's Letter from Birmingham Jail), address similar central ideas.</u>	<u>order to build knowledge or to compare the approaches the authors take.</u>	<u>Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.</u>
Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>
<u>910.RI.f2 Assess the validity of the arguments across texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>
<u>910.RI.f3 Determine the speaker's point of view or purpose in a text.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>	<u>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>
<u>910.RI.f4 Determine what arguments the</u>	<u>Comprehension and Collaboration</u>	<u>SL.9-10.3 Evaluate a speaker's point of</u>

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<u>speaker makes.</u>	<u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>
<u>910.RI.f5 Evaluate the evidence used to make the argument.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>

English Language Arts | Grades 9-10 - Reading Literary (RL)

Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
<u>910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
<u>910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>

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<u>Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes</u>		
Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
<u>910.RL.c1 Determine the theme or central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RL.c2 Determine how the theme develops.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RL.c3 Determine how key details support the development of the theme of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</u>

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<u>910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</u>
<u>Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.d1 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</u>
<u>910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</u>	<u>Craft and Structure</u> <u>L5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>
<u>Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria</u>		

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<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.e1 Compare and contrast works from different cultures with a common theme.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</u>
<u>910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<u>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).</u>
<u>Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.f1 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RL.9-10.9 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</u>

English Language Arts | Grades 9-10 - Reading at the Word Level (RWL)

H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<u>910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<u>910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p>

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	<p><u>and consulting general and specialized reference materials, as appropriate.</u></p>	<p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p><u>910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p><u>H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking</u></p>		
<p><u>Core Content Connectors: 9-10</u></p>	<p><u>CCRA Standards</u></p>	<p><u>Idaho Content Standard</u></p>
<p><u>910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

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<u>910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</u>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)</p>		
<u>Core Content Connectors: 9-10</u>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<u>910.RWL.c1 Identify the denotation for a known word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b) Analyze nuances in the meaning of words with similar denotations.</p>
<u>910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</u>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b) Analyze nuances in the meaning of words with similar denotations.</p>
<u>910.RWL.c3 Develop and explain ideas for why authors made specific word choices</u>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes</p>	<p>RI.9-10.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</p>

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<u>within text.</u>	<u>the content and style of a text.</u>	
<u>H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts</u>		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
<u>910.RWL.d1 Identify an oxymoron in a text.</u>	Vocabulary Acquisition and Use <u>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>
<u>910.RWL.d2 Interpret figures of speech in context.</u>	Vocabulary Acquisition and Use <u>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>
<u>910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u>	Craft and Structure <u>R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.9-10.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</u> <u>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including</u>

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		<u>figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</u>
<u>910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</u>	<u>Craft and Structure</u> <u>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</u>
<u>H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs written for this PI</u>		

English Language Arts | Grades 9-10 - Writing: Across All Types (WA)

Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<u>910.WA.1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</u>
<u>910.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>a) Apply grade 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare").</u> <u>b) Apply grade 9-10 Reading standards to literary non-fiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

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<u>910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.9-10.5 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.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</u> <u>a) Use parallel structure.</u>
<u>910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add a variety and interest to writing or presentations.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related</u>

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		<u>independent clauses.</u> <u>b) Use a colon to introduce a list or quotation.</u>
<u>910.WA.7 Spell correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Spell correctly.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.8 Write and edit work to conform to guidelines in a style manual.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u> <u>a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>

English Language Arts | Grades 11-12 - Habits and Dispositions (HD)

H.HD.a reading grade level texts to accomplish academic or personal goals		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p>
H.HD.b reflection on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

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<u>1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</u>
<u>1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u>
<u>1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their</u>	<u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u>

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	<u>own clearly and persuasively.</u>	<u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u>
<u>H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u>
<u>H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.</u>		<u>No CCRA.</u>
<u>H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.e1 Independently read challenging grade appropriate texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex</u>	<u>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the</u>

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	<u>literary and informational texts independently and proficiently.</u>	<u>high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently.</u>
<u>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</u>		
<u>H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.</u>		<u>NO CCRA</u>
<u>H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.</u>	<u>W.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 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.</u>

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<u>1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.</u>		<u>NO CCRA</u>
H.HD.h pursuing interactions/discourse with a widening community of readers and writers		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
<u>1112.HD.h1 Work with peers to promote democratic discussions.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</u>
<u>1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</u>
<u>1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u>

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	<p><u>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u></p>	<p><u>others' ideas and expressing their own clearly and persuasively.</u></p> <p><u>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</u></p>
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English Language Arts | Grades 11-12 - Informational Writing (WI)

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (e.g., print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</u>
<u>1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>1112.WI.a3 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources,</u>	<u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate</u>

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	<p>assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<u>1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<p><u>Research to Build and Present Knowledge</u></p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (e.g., 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.</p>
<p>Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis</p>		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<p><u>Production and Distribution of Writing</u></p> <p>W5. 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.</p>	<p>W.11-12.5 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.</p>
<u>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</u>	<p><u>Text Types and Purposes</u></p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

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	<u>content.</u>	<u>a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u>
<u>1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u>
<u>1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u>
Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and		

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<u>using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text</u>		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</u>	<p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p> <p><u>c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p>
<u>Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone</u>		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.WI.d1 Use precise language, and domain-specific vocabulary to manage the complexity of the topic.</u>	<p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p> <p><u>d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p>
<u>1112.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence</u>	<p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex</u></p>	<p><u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</u></p>

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<u>fluency, and voice should be active versus passive).</u>	<u>ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>content.</u> <u>e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>
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Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented

<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>f.) Provides a concluding statement or section that follows from the information or explanation presented.</u>

Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice

<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>

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<p><u>1112.WI.f2 Strengthen writing by revising and editing.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>W.11-12.5 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.</u></p>
<p><u>1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</u></p>	<p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</u></p> <p><u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p> <p><u>f.) Provides a concluding statement or section that follows from the information or explanation presented.</u></p>

English Language Arts | Grades 11-12 - Literary Writing (WL)

Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style

Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	W5. 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.	W.11-12.5 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.

Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)

Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
1112.WL.b2 Engage and orient the reader to the narrator and/or characters	Text Types and Purposes W3. Write narratives to	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured

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	<u>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>event sequences.</u> <u>a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<p>Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)</p>		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.WL.c1 Create a smooth progression of experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent</u>

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	structured event sequences.	whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>
Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>
Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings,	<p>Text Types and Purposes</p> <p>W3. Write narratives to</p>	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured</p>

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<u>thoughts, how character has changed perspectives).</u>	<u>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u>
Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).</u>		
	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>b) Apply grade 11-12 Reading standard to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</u>
Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>

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	<u>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>
Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> <u>W5. 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.</u>	<u>W.11-12.5 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.</u>

English Language Arts | Grades 11-12 - Persuasive Writing (WP)

Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)

Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
<u>1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient.</u>	<u>Research to Build and Present Knowledge</u> W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b) Apply grade 11-12 Reading standard to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]).

Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis

Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
<u>1112.WP.b1 Gather relevant information</u>	<u>Research to Build and Present</u>	W.11-12.8 Gather relevant information from

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<u>about the topic or text and stated claims from authoritative print and/or digital sources.</u>	<p>Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</u>	<p>Production and Distribution of Writing</p> <p>W5. 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.</p>	W.11-12.5 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.
<u>1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</u>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
<u>1112.WP.b4 Use context or related text to establish the significance of the claim(s).</u>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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	<u>reasoning and relevant sufficient evidence.</u>	<u>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</u>
<u>1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</u>
<u>1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</u>
<u>1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>

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	<p><u>topics or texts, using valid reasoning and relevant sufficient evidence.</u></p>	<p>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
<p><u>1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</u></p>	<p><u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u></p>	<p><u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u></p>
<p><u>1112.WP.b9 Use a standard format to produce citations.</u></p>	<p><u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u></p>	<p><u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u></p>
<p><u>Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience</u></p>		
<p><u>Core Content Connectors: 1112</u></p>	<p><u>CCRA Standards</u></p>	<p><u>Idaho Content Standard</u></p>
<p><u>1112.WP.c1 Develop clear claim(s) with</u></p>	<p><u>Text Types and Purposes</u></p>	<p><u>W.11-12.1 Write arguments to support claims in an</u></p>

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<u>the most relevant evidence for a topic or text.</u>	<u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u>
<u>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>
<u>1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>
<u>Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice</u>		

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Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Progress Indicator: H.WP.e articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. f) Provide a concluding statement or section that follows from and supports the argument presented.
Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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	<u>appropriate to task, purpose, and audience.</u>	
<u>1112.WP.f2 Strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. 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.</u>	<u>W.11-12.5 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.</u>

English Language Arts | Grades 11-12 - Reading Informational Text (RI)

Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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	writing or speaking to support conclusions drawn from the text.	
<u>1112.RI.b3 Determine two or more central ideas of a text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<u>1112.RI.b4 Determine how the central ideas develop.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<u>1112.RI.b5 Determine how key details support the development of the central idea of a text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<u>1112.RI.b6 Provide/create an objective summary of a text.</u>	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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<u>Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view</u>		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>
<u>1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>
<u>1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u>
<u>1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	<u>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u>

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	scene, or stanza) relate to each other and the whole.	
Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.RI.d1 Determine the author's point of view or purpose in a text.</u>	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<u>1112.RI.d2 Determine what arguments the author makes.</u>	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<u>1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.</u>	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
<u>1112.RI.d4 Identify claims made by the author as being fact or opinion.</u>	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a	RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and other texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises.

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	<p>text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>
<u>1112.RI.d5 Distinguish reliable sources from non-reliable.</u>	<p><u>Integration of Knowledge and Ideas</u></p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p><u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u></p>
<u>1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.</u>	<p><u>Integration of Knowledge and Ideas</u></p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p><u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u></p>
<u>Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</u>	<u>Integration of Knowledge and Ideas</u>	<u>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)</u>

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<u>quantitatively) as well as in words in order to address a question or solve a problem.</u>	<u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>as well as in words in order to address a question or solve a problem.</u>
<u>1112.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.</u>
<u>1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail, address similar central ideas.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.</u>
<u>Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)</u>		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u>

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<u>1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u>
<u>1112.RI.f3 Determine the speaker's point of view or purpose in a text.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>
<u>1112.RI.f4 Determine what arguments the speaker makes.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>
<u>1112.RI.f5 Evaluate the evidence used to make the speaker's argument.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>

English Language Arts | Grades 11-12 - Reading Literary (RL)

Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
<u>1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</u>	Range of Reading and Level of Text Complexity R10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot subplot, central idea, theme)		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
<u>1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</u>	Key Ideas and Details R1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<u>1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</u>	Key Ideas and Details R1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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	matters uncertain.	
<u>1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.</u>	<p>Key Ideas and Details</p> <p>R1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
<u>1112.RL.c1 Determine two or more themes or central ideas of a text.</u>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
<u>1112.RL.c2 Determine how the theme develops.</u>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
<u>1112.RL.c3 Provide/create an objective summary of a text.</u>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes</p>	<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text,</p>

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	<p>of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
<u>1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.</u>	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><u>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u></p>
<u>1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><u>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u></p>
<p>Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work</p>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</u>	<p>Craft and Structure</p> <p>R5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</p>	<p><u>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</u></p>

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<u>1112.RL.d2 Define satire, sarcasm, irony.</u>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shape the content and style of a text.</p>	<u>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>
<u>1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.</u>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shape the content and style of a text.</p>	<u>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>
<u>1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</u>	<p>Craft and Structure</p> <p>L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> u)a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. u)b) Analyze nuances in the meaning of words with similar denotations.
<p>Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria</p>		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
<u>1112.RL.e1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry)</u>	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse formats and media,</p>	<u>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets</u>

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<u>evaluating how each version interprets the source text.</u>	<u>including visually and quantitatively, as well as in words.</u>	<u>the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</u>
Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
<u>1112.RL.f1 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics.</u>

English Language Arts | Grades 11-12 - Reading at the Word Level (RWL)

H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
<u>1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<u>1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<u>1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p>

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	<p>materials, as appropriate.</p>	<p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<u>1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p>H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking</p>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</u>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<u>1112.RWL.b2 Use newly acquired domain-specific</u>	<p>Vocabulary Acquisition and Use</p>	<p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases,</p>

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<u>words and phrases accurately.</u>	<u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
<u>1112.RWL.b3 Use metaphors, similes, or analogies within writing to inform or explain the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u>
<u>H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RWL.c1 Identify the denotation for a known word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>b) Analyze nuances in the meaning of words with similar denotations.</u>
<u>1112.RWL.c2 Explain</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.11-12.5 Demonstrate understanding of figurative</u>

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<u>differences or changes in the meaning of words with similar denotations.</u>	<u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>language, word relationships, and nuances in word meanings.</u> <u>b) Analyze nuances in the meaning of words with similar denotations.</u>
<u>1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u>
<u>H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RWL.d1 Identify hyperbole in a text.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>
<u>1112.RWL.d2 Interpret figures of speech in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>

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<p><u>1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u></p>	<p><u>Craft and Structure</u></p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><u>RL.11-12.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u></p> <p><u>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</u></p>
<p><u>1112.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</u></p>	<p><u>Craft and Structure</u></p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><u>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</u></p>
<p><u>H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)</u></p>		
<p><u>Core Content Connectors: 11-12</u></p>	<p><u>CCRA Standards</u></p>	<p><u>Idaho Content Standard</u></p>
<p><u>No CCCs written for this PI.</u></p>		

English Language Arts | Grades 11-12 - Writing: Across All Types (WA)

Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
<u>1112.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</u>
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
<u>1112.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>a) Apply grade 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early –twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</u> <u>b) Apply grade 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public</u>

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		<u>advocacy [e.g., <i>The Federalist</i>, presidential addresses]).</u>
<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>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.</u>
<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.4 Use hyphenation conventions.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> a) Use hyphenation conventions.
<u>1112.WA.5 Spell correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> b) Spell correctly.
<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.6 Vary syntax within writing for effect.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading</u>	<u>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading</u>

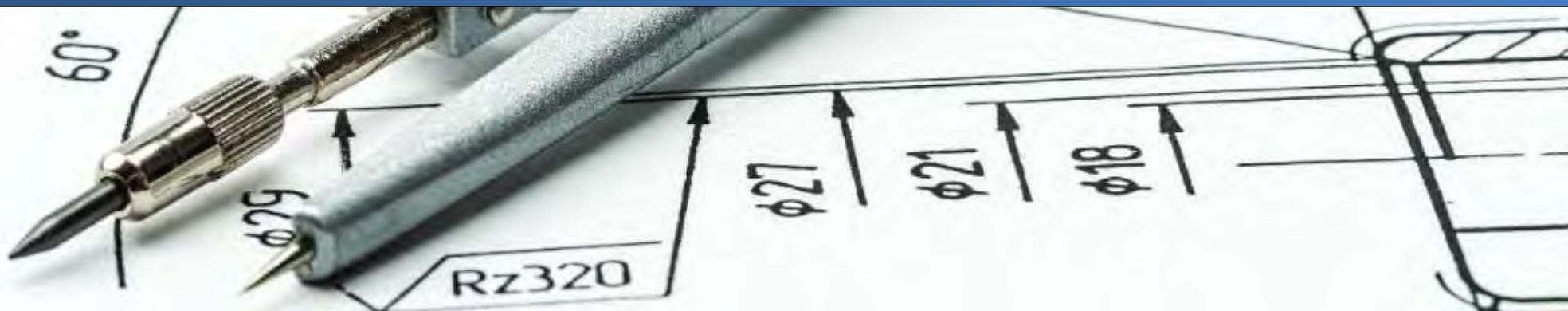
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	<p><u>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p>	<p><u>or listening.</u></p> <p>a) <u>Vary syntax for effect, consulting reference (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u></p>
<p><u>1112.WA.7 Write and edit work to conform to guidelines in a style manual.</u></p>	<p><u>Knowledge of Language</u></p> <p><u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p>	<p><u>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p> <p>a) <u>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</u></p>
<p><u>Core Content Connectors: 1112</u></p> <p><u>1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing .</u></p>	<p><u>CCRA Standards</u></p> <p><u>Vocabulary Acquisition and Use</u></p> <p><u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>	<p><u>Idaho Content Standard</u></p> <p><u>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>

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IDAHO EXTENDED CONTENT STANDARDS
CORE CONNENT CONNECTORS
MATHEMATICS



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
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Core Content Connectors | Mathematics Legend

<u>Full Name of Core Content Connector</u>	<u>Core Content Connector</u>				
<u>Data Analysis, Probability, and Statistics</u>	<u>DPS</u>				
<u>Geometry</u>	<u>GM</u>				
<u>Measurement</u>	<u>ME</u>				
<u>Numbers and Operations</u>	<u>NO</u>				
<u>Patterns, Relations, and Functions</u>	<u>PRF</u>				
<u>Symbolic Expression</u>	<u>SE</u>				
<u>Full Name</u>	<u>Acronym</u>				
<u>College and Career Readiness Anchor</u>	<u>CCRA</u>				
Full Name of State Standard	Standard	Full Name of State Standard	Standard	Full Name of State Standard	Standard
<u>Counting and Cardinality</u>	<u>CC</u>	<u>Interpreting Functions</u>	<u>IF</u>	<u>Quantities</u>	<u>Q</u>
<u>Operations and Algebraic Thinking</u>	<u>OA</u>	<u>Building Functions</u>	<u>BF</u>	<u>The Complex Number System</u>	<u>CN</u>
<u>Number and Operations in Base Ten</u>	<u>NBT</u>	<u>Linear, Quadratic, and Exponential Models</u>	<u>LE</u>	<u>Vector and Matrix Quantities</u>	<u>VM</u>
<u>Measurement and Data</u>	<u>MD</u>	<u>Trigonometric Functions</u>	<u>TF</u>	<u>Seeing Structure in Expressions</u>	<u>SSE</u>
<u>Geometry</u>	<u>G</u>	<u>Congruence</u>	<u>CO</u>	<u>Arithmetic with Polynomials and Rational Expressions</u>	<u>APR</u>
<u>Number and Operations - Fractions</u>	<u>NF</u>	<u>Similarity, Right Triangles, and Trigonometry</u>	<u>SRT</u>	<u>Creating Equations</u>	<u>CED</u>
<u>Ratios and Proportional Relationships</u>	<u>RP</u>	<u>Circles</u>	<u>C</u>	<u>Reasoning with Equations and Inequalities</u>	<u>REI</u>
<u>The Number System</u>	<u>NS</u>	<u>Expressing Geometric Properties with Equations</u>	<u>GPE</u>	<u>Interpreting Categorical and Quantitative Data</u>	<u>HSS.ID</u>
<u>Expressions and Equations</u>	<u>EE</u>	<u>Geometric Measurement and Dimension</u>	<u>GMD</u>	<u>Making Inferences and Justifying Conclusions</u>	<u>HSS.IC</u>
<u>Statistics and Probability</u>	<u>SP</u>	<u>Modeling with Geometry</u>	<u>MG</u>	<u>Conditional Probability and the Rules of Probability</u>	<u>HSS.CP</u>
<u>Functions</u>	<u>F</u>	<u>The Real Number System</u>	<u>RN</u>	<u>Using Probability to Make Decisions</u>	<u>HSS.MD</u>

Mathematics | Grade K | Overview

Counting and Cardinality (CC)

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking (OA)

- Understand addition and putting together and adding to, and understand subtraction as taking apart.

Number and Operations in Base Ten (NBT)

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data (MD)

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry (G)

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Progress Indicator: E.DPS.1a posing questions of interest that can be answered by counting or collecting data (e.g., concrete comparisons about students, classroom materials, science topics) with teacher guidance

Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
K.DPS.1a1 Select a question that is answered by collected data	<u>Counting and Cardinality</u> K CC Count to tell the number of objects.	K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Progress Indicator: E.GM.1a recognizing, describing (using spatial language) and naming shapes regardless of orientation or size and locating shapes in the environment

Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
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<u>K.GM.1a1 Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size</u>	Geometry <u>K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</u>	<u>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</u>
<u>K.GM.1a2 Recognize two-dimensional shapes in environment regardless of orientation or size</u>	Geometry <u>K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</u>	<u>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</u>
<u>K.GM.1a3 Use spatial language (e.g., above, below, etc.) to describe two-dimensional shapes</u>	Geometry <u>K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</u>	<u>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</u>

Progress Indicator: E.GM.1c composing two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter circles)

Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
<u>K.GM.1c 1 Compose a larger shape from smaller shapes</u>	Geometry <u>K G Analyze, compare, create, and compose shapes.</u>	<u>K.G.B.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></u>

Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects

Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
<u>K.ME.1a1 Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter...)</u>	Measurement and Data <u>K MD Describe and compare measurable</u>	<u>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</u>

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	attributes.	
Progress Indicator: E.ME.1b comparing and ordering objects/events according to their specified attributes (using standard or non-standard units of measure), including indirectly by using a third object, or using common referents to estimate or compare		
Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
K.ME.1b1 Sort objects by characteristics (e.g., big/little, colors, shapes, etc.)	Measurement and Data K MD Classify objects and count the number of objects in each category.	K. MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Progress Indicator: E.ME.2a applying non-standard and common standard units to measure (length, height, weight, time)		
Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
No CCCs developed for this PI		No CCRA linked
Progress Indicator: E.ME.2b selecting tools and using units of measures appropriately and consistently, with no gaps or overlaps in the technique of measuring		
No CCCs developed for this PI		No CCRA linked
Progress Indicator: E.ME.2c recognizing situations that require precision and those where an estimation or proportional matching is appropriate		
No CCCs developed for this PI		No CCRA linked
Progress Indicator: E.ME.2d describing a unit as an amount/quantity (rather than an object or a mark on a scale)		
No CCCs developed for this PI		No CCRA linked

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Progress Indicator: E.NO.1a showing mastery of the prerequisite core skills of cardinality, constancy, and 1:1 correspondence		
Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
K.NO.1a1 Rote count up to 10	Counting and Cardinality K CC Know number names and the count sequence.	K.CC.A.1 Count to 100 by ones and by tens.
K.NO.1a2 Rote count up to 31	Counting and Cardinality K CC Know number names and the count sequence.	K.CC.A.1 Count to 100 by ones and by tens.
K.NO.1a3 Rote count up to 100	Counting and Cardinality K CC Know number names and the count sequence.	K.CC.A.1 Count to 100 by ones and by tens.
K.NO.1a4 Count up to 10 objects in a line, rectangle, or array	Counting and Cardinality K CC Count to tell the number of objects.	<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>
Progress Indicator: E.NO.1b developing an understanding of number and principles of quantity (e.g., hold up 5 fingers at once to show 5, locate things in 2s without counting; using number words to indicate small exact numbers or relative change in quantity - more, small)		

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<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.1b1 Match the numeral to the number of objects in a set</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</u> <u>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</u>
<u>K.NO.1b2 Identify the set that has more</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</u>
Progress Indicator: E.NO.1d identifying numbers (names, symbols, quantity) and the count sequence		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.1d1 Identify numerals 1-10</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</u>
<u>K.NO.1d2 Identify the numerals 1-10 when presented the name of the number</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</u>

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Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)

Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
<u>K.NO.1e1 Write or select the numerals 1-10</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</u>

Progress Indicator: NO.1f representing, ordering, and comparing whole numbers

Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>K.NO.1f1 Identify the smaller or larger number given 2 numbers between 0-10</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</u>

Progress Indicator: E.NO.2a representing addition and subtraction in multiple ways (composing/ decomposing numbers, diagrams, using objects, arrays, equations, number lines), including regrouping

Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
<u>K.NO.2a1 Count 2 sets to find sums up to 10</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</u>
<u>K.NO.2a2 Decompose a set of up to 10 objects into a group; count the quantity in each group</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</u>
<u>K.NO.2a3 Solve word problems within 10</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to</u>

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	<u>and adding to, and understand subtraction as taking apart and taking from.</u>	<u>represent the problem.</u>
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<u>Progress Indicator: E.PRF.1b exploring and describing how addition or subtraction changes a quantity</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.PRF.1b1 Use objects or pictures to respond appropriately to "add ____" and "take away ____"</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</u> <u>(1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.))</u>
<u>K.PRF.1b2 Communicate answer after adding or taking away</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</u> <u>(1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.))</u>

<u>Progress Indicator: E.PRF.1c modeling problem solving situations that involve addition and subtraction of whole numbers using objects, diagrams, and symbols</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.PRF.1c1 Solve one step addition and subtraction word problems, and add and subtract within 10 using</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to</u>

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<u>objects, drawings, pictures</u>	<u>and adding to, and understand subtraction as taking apart and taking from.</u>	<u>represent the problem.</u>
<u>Explanations and clarifications:</u>		

Progress Indicator: E.PRF.2a recognizing, describing, and extending simple repeating (ABAB) and growing (A+1, A+2, A+3) patterns (e.g., colors, sounds, words, shapes, numeric – counting, odd, even)		
Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
<u>K.PRF.2a1 Describe or select the repeating pattern using objects or pictures (AB or ABC)</u>		<u>No CCRA linked</u>
<u>K.PRF.2a2 Extend a repeating pattern using objects or pictures (AB or ABC)</u>		<u>No CCRA linked</u>
<u>K.PRF.2a3 Extend a repeating numerical AB pattern</u>		<u>No CCRA linked</u>
Progress Indicator: E.PRF.2b creating and explaining repeating and growing patterns using objects or numbers		
Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
<u>K.PRF.2b1 Create a repeating pattern using objects, pictures, or numbers</u>		<u>No CCRA linked</u>

Mathematics | Grade 1 | Overview

Operations and Algebraic Thinking (OA)

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.

Number and operations in Base Ten (NBT)

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data (MD)

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry (G)

- Reason with shapes and their attributes.

Progress Indicator: E.DPS.1a posing questions of interest that can be answered by counting or collecting data (e.g., concrete comparisons about students, classroom materials, science topics) with teacher guidance

Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.DPS.1a2 Select questions that ask about "How many" and represent up to three categories that can be concretely represented</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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.</u>
<u>1.DPS.1a3 Identify 2 categories resulting from a selected question</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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</u>

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		<u>in one category than in another.</u>
<u>1.DPS.1a4 Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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.</u>
<u>Progress Indicator: E.DPS.1c collecting and organizing/representing data (e.g., picture graphs, tally charts, bar graphs)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.DPS.1c1 Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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.</u>
<u>Progress Indicator: E.DPS.1d recognizing that data can take on different values</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.DPS.1d1 Interpret a picture graph to answer questions about how many in each category</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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.</u>
<u>Progress Indicator: E.DPS.1e describing and comparing data and beginning to identify what the data do or do not show (e.g., bar graphs, line plots, picture graphs)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.DPS.1e1 Compare the values of the 2 categories of data in terms of more or less</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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</u>

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		category, and how many more or less are in one category than in another.
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Progress Indicator: E.GM.1b analyzing and comparing two- (and later) three-dimensional shapes using informal language (e.g., flat, solid, corners) to describe their differences and similarities, as well as their component parts (number of sides, vertices) and other attributes (e.g., sides of equal length)

Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
1.GM.1b1 Identify shapes as two-dimensional (lying flat) or three-dimensional (solid)	Geometry K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
1.GM.1b2 Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points)	Geometry 1 G Reason with shapes and their attributes.	1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Progress Indicator: E.GM.1c composing two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles)

Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
1.GM.1c 2 Compose two- and three-dimensional shapes	Geometry 1 G Reason with shapes and their attributes.	1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Progress Indicator: E.GM.1f partitioning shapes into 2, 3, or 4 equal parts and describing the parts (halves, quarters, fourths, thirds)

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Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.GM.1f1 Partition circles and rectangles into two equal parts</u>	<u>Geometry</u> <u>1 G Reason with shapes and their attributes.</u>	<u>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares</u>
<u>Explanations and clarifications:</u>		

Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.ME.1a2 Identify minutes and hours on a digital clock</u>	<u>Measurement and Data</u> <u>1 MD Tell and write time.</u>	<u>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</u>
Progress Indicator: E.ME.1b comparing and ordering objects/events according to their specified attributes (using standard or non-standard units of measure), including indirectly by using a third object, or using common referents to estimate or compare		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.ME.1b3 Order up to 3 objects based on a measurable attribute (height, weight, length)</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</u>
<u>1.ME.1b4 Compare the lengths of two objects indirectly by using a third object</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by</u>	<u>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</u>

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	iterating length units.	
Progress Indicator: E.ME.1c recognizing that the smaller the unit, the more units are needed to measure an object, and that units can be decomposed/ partitioned into smaller units		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.ME.1c1 Compare 2 units of measurement and identify which unit would require more or less when measuring a selected object (e.g., Measure with paper clips or markers? Which unit will require more to measure the table?)</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.2 Express length of an object as a whole number of lengths unit by laying 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></u>

Progress Indicator: E.ME.2a applying non-standard and common standard units to measure (length, height, weight, time)		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.ME.2a1 Measure using copies of one object to measure another</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.2 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object (the length unit) end to end; understand that the lengths measurement of an object is the number of same size length units that span it with no gaps or overlaps. <i>Limit to context where the object being measure is spanned by a whole number of length units with no gaps or overlaps.</i></u>
<u>1.ME.2a2 Use time to sequence up to 3 events, using a digital or analog clock</u>	<u>Measurement and Data</u> <u>1 MD Tell and write time.</u>	<u>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</u>
Progress Indicator: E.ME.2b selecting tools and using units of measures appropriately and consistently, with no gaps or		

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<u>overlaps in the technique of measuring</u>		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.ME.2b1 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object end to end</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.2 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object (the length unit) end to end; understand that the lengths measurement of an object is the number of same size length units that span it with no gaps or overlaps. <i>Limit to context where the object being measure is spanned by a whole number of length units with no gaps or overlaps.</i></u>
<u>Progress Indicator: E.ME2c recognizing situations that require precision and those where an estimation or proportional matching is appropriate</u>		
No CCCs developed for this PI		No CCRA linked
<u>Progress Indicator: E.ME2d describing a unit as an amount/quantity (rather than an object or a mark on a scale)</u>		
No CCCs developed for this PI		No CCRA linked

<u>Progress Indicator: E.NO.1a showing mastery of the prerequisite core skills of cardinality, constancy, and 1:1 correspondence</u>		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.1a5 Rote count up to 31</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u>
<u>1.NO.1a6 Rote count up to 100</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u> <u>1.NBT Extend the counting sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u> <u>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number</u>

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		of objects with a written numeral.
<u>1.NO.1a7 Count forward beginning from any given number below 10</u>	Counting and Cardinality <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</u>
<u>1.NO.1a8 Count up to 31 objects in a line, rectangle, or array</u>	Counting and Cardinality <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</u> <u>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</u>
Progress Indicator: E.NO.1b developing an understanding of number and principles of quantity (e.g., hold up 5 fingers at once to show 5, locate things in 2s without counting; using number words to indicate small exact numbers or relative change in quantity - more, small)		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.1b3 Compare 2 sets and identify the set that is either greater than or less than the other set</u>	Counting and Cardinality <u>K CC Compare numbers.</u>	<u>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</u>
Progress Indicator: E.NO.1c developing number line skills (linear representations) using 0 to 20, and later 0 to 100		

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Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.1c1 Use a number line to count up to 31 objects by matching 1 object per number</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</u>
Progress Indicator: E.NO.1d identifying numbers (names, symbols, quantity) and the count sequence		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.1d3 Identify numerals 0-31</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Written numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)</u>
<u>1.NO.1d4 Identify the numeral up to 31 when presented the name</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Written numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)</u>
Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.1e2 Write or select the numerals 0-31</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Written numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)</u>
Progress Indicator: NO.1f representing, ordering, and comparing whole numbers		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.1f2 Order up to 3 sets that have up</u>	<u>Counting and Cardinality</u>	<u>K.CC.C.6 Identify whether the number of</u>

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<u>to 10 objects in each set</u>	K CC Compare numbers.	objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
<u>1.NO.1f3 Order up to 3 sets with up to 20 objects in each set</u>	<u>Counting and Cardinality</u> K CC Compare numbers.	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
<u>1.NO.1f4 Order up to 3 numbers up to 31</u>	<u>Counting and Cardinality</u> K CC Compare numbers.	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
<u>1.NO.1f5 Identify the smaller or larger number given 2 numbers between 0-31</u>	<u>Counting and Cardinality</u> K CC Compare numbers.	K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.
Progress Indicator: E.NO.1h applying place value understanding to compare and order numbers, express number relationships (<, >, =), and express numbers in expanded form		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.1h1 Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s)</u>	<u>Number and Operations in Base Ten</u> K NBT Work with numbers 11-19 to gain foundations for place value. 1 NBT Understand place value.	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into tens ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.B.2 Understand that the two digits

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		<p>of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>b) The numbers from 11 to 19 are composed of a ten and one, two, three four, five, six, seven, eight, or nine ones.</p>
1.NO.1h2 Identify the value of the numbers in the tens and ones place within a given number up to 31	Number and Operations in Base Ten 1 NBT Understand place value.	<p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a) 10 can be thought of as a bundle of ten ones – called a "ten".</p> <p>b) The numbers from 11 to 19 are composed of a ten and one, two, three four, five, six seven, eight, or nine ones.</p>
1.NO.1h3 Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number)	Number and Operations in Base Ten 1 NBT Understand place value.	<p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
Progress Indicator: E.NO.1i recognizing zero as an additive identity, origin for the number line, and representing no units as a quantity or in place value		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
1.NO.1i1 Recognize zero as representing none or no objects	Counting and Cardinality K CC Know number names and the counts sequence.	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
1.NO.1i2 Recognize zero as an additive	Operations and Algebraic Thinking	1.OA.B.3 Apply properties of operations

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<u>identity</u>	<u>1 OA Understand and apply properties of operations and the relationship between addition and subtraction.</u>	<u>as strategies to add and subtract.</u> <u>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</u>
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Progress Indicator: E.NO.2a representing addition and subtraction in multiple ways (composing/ decomposing numbers, diagrams, using objects, arrays, equations, number lines), including regrouping		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.2a4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record or select the answer</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation</u>
<u>1.NO.2a5 Count 2 sets to find sums up to 10</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</u> <u>K.OA.A.5 Fluently add and subtract within 5.</u>
<u>1.NO.2a6 Count 2 sets to find sums up to 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Add and subtract within 20.</u>	<u>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</u> <u>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a</u>

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		<u>number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</u>
<u>1.NO.2a7 Decompose a set of up to 10 objects into a group; count the quantity in each group</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</u> <u>K.OA.A.5 Fluently add and subtract within 5.</u>
<u>1.NO.2a8 Decompose a set of up to 20 objects into a group; count the quantity in each group</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Add and subtract within 20.</u>	<u>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</u> <u>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating</u>

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		the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
<u>1.NO.2a9 Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>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 with a symbol for the unknown number to represent the problem.</u>
<u>1.NO.2a10 Use data presented in graphs (i.e., pictorial, object) to solve one step "how many more" or "how many less" word problems</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>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 with a symbol for the unknown number to represent the problem.</u>
<u>1.NO.2a11 Solve word problems within 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>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 with a symbol for the unknown number to represent the problem.</u> <u>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to</u>

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		represent the problem.
Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations		
Core Content Connectors: 1	CCRA Domain/Cluster	Idaho Content Standard
<u>1.NO.2c1 Identify and apply addition and equal signs</u>	<u>Operations and Algebraic Thinking</u> <u>1.OA Work with addition and subtraction equations.</u>	<u>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</u>

Progress Indicator: E.NO.3a exploring and explaining answers to questions, such as "Does this answer make sense?"			
Core Content Connectors: K-1-2	Potential cluster for demonstration	<i>Common Core: Standards for Mathematical Practice¹</i>	
<u>1-2.NO.3a1 Identify the problem within a word problem (e.g., "Bill had two apples. Sam gave Bill two more apples. How many apples does Bill have now?" – student underlines "How many apples does Bill have now?"</u>	<u>1.OA Represent and solve problems involving addition and subtraction</u>	<u>CCRA.Math.Practice.MP1</u> <u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to</u>	<u>CCRA.Math.Practice.MP5</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<p><u>precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	
<u>1-2.NO.3a2 Make sense of and solve story word problems</u>	<u>2.OA Represent and solve problems involving addition and subtraction</u>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<u>1-2.NO.3a3 Use a given strategy to check solutions (e.g., use addition to check an answer to a subtraction problem)</u>	<u>2.NBT Use place value understanding and properties of operations to add and subtract</u>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

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		<u>reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
Progress Indicators: E.NO.3b constructing arguments using concrete referents such as objects, diagrams, tables, actions (e.g., clapping, movement) and estimating			
Core Content Connectors: K-1 -2	Potential cluster for demonstration	<u>Common Core: Standards for Mathematical Practice (p. 6-8 in Mathematics document)</u>	
<u>1-2.NO.3b1 Use an appropriate tool to help solve a given problem (e.g., use a ruler to measure in inches)</u>	<u>2.MD Measure and estimate lengths in standard units</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>1-2.NO.3b2 Use a strategy, rule, or identified characteristic to solve a given routine or non-routine problem (e.g., sort given</u>	<u>1G Reason with shapes and their attributes</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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<p><u>shapes based upon the rule that triangles have three corners; inches are smaller units than feet so use inches to measure smaller items such as a pencil)</u></p>		<p><u>reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	
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<u>Progress Indicator: E.PRF.1b exploring and describing how addition or subtraction changes a quantity</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.1b3 Using objects or pictures respond appropriately to "add" and "take away"</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>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 with a symbol for the unknown number to represent the problem.</u>
<u>Progress Indicator: E.PRF.1c modeling problem solving situations that involve addition and subtraction of whole numbers using objects, diagrams, and symbols</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.1c2 Solve one step addition and subtraction word problems where the change or result is unknown ($4 + \underline{\hspace{1cm}} = 7$) or ($4 + 3 = \underline{\hspace{1cm}}$), within 20 using objects,</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>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</u>

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<u>drawings, pictures</u>		<u>comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>
<u>Explanations and clarifications:</u>		

<u>Progress Indicator: E.PRF.2a recognizing, describing, and extending simple repeating (ABAB) and growing (A+1, A+2, A+3) patterns (e.g., colors, sounds, words, shapes, numeric – counting, odd, even)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.2a4 Use a number line to extend the numerical patterns that grow at a constant rate (2, 4, 6, 8)</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.PRF.2b creating and explaining repeating and growing patterns using objects or numbers</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.2b2 Create a growing pattern using numbers or objects</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.PRF.2c extending and analyzing simple numeric patterns with rules that involve addition and subtraction</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.2c1 Identify the rule of a given arithmetic pattern</u>		<u>No CCRA linked</u>

Mathematics | Grade 2 | Overview

Operations and Algebraic Thinking (OA)
<ul style="list-style-type: none"> • <u>Represent and solve problems involving addition and subtraction.</u> • <u>Work with equal groups of objects to gain foundations for multiplication.</u> • <u>Add and subtract within 20.</u>
Number and operations in Base Ten (NBT)
<ul style="list-style-type: none"> • <u>Understand place value.</u> • <u>Use place value understanding and properties of operations to add and subtract..</u>
Measurement and Data (MD)
<ul style="list-style-type: none"> • <u>Measure and estimate lengths in standard units.</u> • <u>Relate addition and subtraction to length.</u> • <u>Work with time and money.</u> • <u>Represent and interpret data.</u>
Geometry (G)
<ul style="list-style-type: none"> • <u>Reason with shapes and their attributes.</u>

Progress Indicator: E.DPS.1a posing questions of interest that can be answered by counting or collecting data (e.g., concrete comparisons about students, classroom materials, science topics) with teacher guidance		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
2.DPS.1a5 Select a question about 3 attributes that can be concretely represented	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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.</u>
2.DPS.1a6 Identify up to 3 categories resulting from a selected question	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>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</u>

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		category, and how many more or less are in one category than in another.
<u>2.DPS.1a7 Analyze data by sorting into categories established by each question</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.10 Draw a picture graph and a bar graph 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.</u>
<u>2.DPS.1a8 Interpret the number of points in each category</u>		<u>No CCRA linked</u>
Progress Indicator: E.DPS.1c collecting and organizing/representing data (e.g., picture graphs, tally charts, bar graphs)		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.DPS.1c2 Organize data by representing categorical data on a pictorial graph or bar graph</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.10 Draw a picture graph and a bar graph 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.</u>
<u>2.DPS.1c3 Organize data by representing continuous data on a line plot</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</u>
Progress Indicator: E.DPS.1d recognizing that data can take on different values		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.DPS.1d2 Identify the value of each category represented on picture graph and bar graph or each point on a line plot</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>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</u>

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		presented in a bar graph.
Progress Indicator: E.DPS.1e describing and comparing data and beginning to identify what the data do or do not show (e.g., bar graphs, line plots, picture graphs)		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard

Progress Indicator: E.GM.1a recognizing, describing (using spatial language) and naming shapes regardless of orientation or size and locating shapes in the environment		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
2.GM.1a4 Identify two-dimensional shapes such as rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles	Geometry <u>2 G Reason with shapes and their attributes.</u>	2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Progress Indicator: E.GM.1b analyzing and comparing two- (and later) three-dimensional shapes using informal language (e.g., flat, solid, corners) to describe their differences and similarities, as well as their component parts (number of sides, vertices) and other attributes (e.g., sides of equal length)		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
2.GM.1b3 Distinguish two- or three-dimensional shapes based upon their attributes (i.e., # of sides, equal or different lengths of sides, # of faces, # of corners)	Geometry <u>2 G Reason with shapes and their attributes.</u>	2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Progress Indicator: E.GM.1d composing three-dimensional shapes, using concrete models/materials (cubes, prisms, cones, and		

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<u>cylinders)</u>		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.GM.1d1 Compose three-dimensional shapes</u>	<u>Geometry</u> <u>1 G Reason with shapes and their attributes.</u>	<u>1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</u>
<u>Progress Indicator: E.GM.1e drawing and identifying shapes with specific attributes (e.g., number of sides or equal angles) not determined by direct measuring</u>		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.GM.1e1 Draw two-dimensional shapes with specific attributes</u>	<u>Geometry</u> <u>2 G Reason with shapes and their attributes.</u>	<u>2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</u>
<u>Progress Indicator: E.GM.1f partitioning shapes into 2, 3, or 4 equal parts and describing the parts (halves, quarters, fourths, thirds)</u>		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.GM.1f2 Partition circles and rectangles into 2 and 4 equal parts</u>	<u>Geometry</u> <u>2 G Reason with shapes and their attributes.</u>	<u>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</u>
<u>2.GM.1f3 Label a partitioned shape</u>	<u>Geometry</u>	<u>2.G.A.3 Partition circles and rectangles into</u>

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<p><u>(e.g., one whole rectangle was separated into 2 halves, one whole circle was separated into three thirds)</u></p>	<p><u>2 G Reason with shapes and their attributes.</u></p>	<p><u>two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</u></p>
<p><u>Explanations and clarifications:</u> The following Progress Indicator was not included due to complexity, no CCRA are linked to this Progress Indicator: E.GM.1g using spatial language to describe and name more complex or atypical shapes based on their defining characteristics.</p>		

<u>Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.1a3 Select appropriate tool and unit of measurement to measure an object (ruler or yard stick; inches or feet)</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</u>
<u>2.ME.1a4 Solve word problems using dollar bills, quarters, dimes, nickles, or pennies</u>	<u>Measurement and Data</u> <u>2 MD Work with time and money.</u>	<u>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</u>
<u>2.ME.1a5 Tell time to the nearest ½ hour using digital clocks</u>	<u>Measurement and Data</u> <u>1 MD Tell and write time.</u>	<u>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</u>
<u>Progress Indicator: E.ME.1b comparing and ordering objects/events according to their specified attributes (using standard or non-standard units of measure), including indirectly by using a third object, or using common referents to estimate or compare</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

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<u>2.ME.1b5 Solve word problems involving the difference in standard length units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</u>
Progress Indicator: E.ME.1c recognizing that the smaller the unit, the more units are needed to measure an object; and that units can be decomposed/partitioned into smaller units		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.1c2 Measure the attributes (length, width, height) of an object using 2 different size units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</u>
<u>2.ME.1c3 Recognize that standard measurement units can be decomposed into smaller units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.</u>

Progress Indicator: E.ME.2a applying non-standard and common standard units to measure (length, height, weight, time)		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.2a3 Estimate the length of an object using units of feet and inches</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</u>
<u>2.ME.2a4 Solve one step subtraction problems involving the difference of the lengths of 2 objects in standard length units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</u>
Progress Indicator: E.ME.2b selecting tools and using units of measures appropriately and consistently, with no gaps or overlaps in the technique of measuring		

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Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.ME.2b2 Select appropriate tools and demonstrate or identify appropriate measuring techniques</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</u>
Progress Indicator: E.ME2c recognizing situations that require precision and those where an estimation or proportional matching is appropriate		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.ME.2c1 Determine whether a situation calls for a precise measurement or an estimation</u>		
Progress Indicator: E.ME2d describing a unit as an amount/quantity (rather than an object or a mark on a scale)		
No CCCs developed for this PI		No CCRA linked

Progress Indicator: E.NO.1a showing mastery of the prerequisite core skills of cardinality, constancy, and 1:1 correspondence		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.NO.1a9 Rote count up to 100</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the counts sequence.</u> <u>Number and Operations in Base Ten</u> <u>1 NBT Extend the counting sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u> <u>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</u>
Progress Indicator: E.NO.1d identifying numbers (names, symbols, quantity) and the count sequence		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.NO.1d5 Identify numerals 0-100</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>

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<u>2.NO.1d6 Identify the numeral between 0 and 100 when presented the name</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1e3 Write or select the numerals 0-100</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>2.NO.1e4 Skip count by 5s</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>2.NO.1e5 Skip count by 10s</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>2.NO.1e6 Skip count by 100s</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.B.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>2.NO.1e7 Identify numbers as odd or even</u>	<u>Operations and Algebraic Thinking</u> 2 OA Work with equal groups of objects to gain foundation for multiplication.	<u>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g.; by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</u>
<u>2.NO.1e8 Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?)</u> <u>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</u>

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<u>2.NO.1e9 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?)</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</u>
<u>Progress Indicator: NO.1f representing, ordering, and comparing whole numbers</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1f6 Compare (greater than, less than, equal to) 2 numbers up to 100</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u>
<u>Progress Indicator: E.NO.1h applying place value understanding to compare and order numbers, express number relationships ($<$, $>$, $=$), and express numbers in expanded form</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1h4 Build representations of 3 digit numbers using tens and ones</u>	<u>Number and Operations in Base Ten</u> 1 NBT; 2 NBT Understand place value.	<p><u>1.NBT.B.2b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</u></p> <p><u>b) The numbers from 11 to 19 are composed of a ten and one, two, three four, five, six, seven, eight, or nine ones.</u></p> <p><u>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</u></p> <p><u>a) 100 can be thought of as a bundle of ten</u></p>

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		tens – called a "hundred." b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
<u>2.NO.1h5 Build representations of 3 digit numbers using hundreds, tens and ones</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a) 100 can be thought of as a bundle of ten tens – called a "hundred." b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
<u>2.NO.1h6 Compare 2 digit numbers using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number)</u>	<u>Number and Operations in Base Ten</u> <u>1 NBT; 2.NBT Understand place value.</u>	1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, $<$. 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
<u>2.NO.1h7 Compare 3 digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds,</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$,

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<u>more tens, less tens, more ones, less ones, larger number, smaller number)</u>		and < symbols to record the results of comparisons.
<u>2.NO.1h8 Write or select expanded form for any 2 digit number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>2.NO.1h9 Write or select expanded form for any 3 digit number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
Progress Indicator: E.NO.1i recognizing zero as an additive identity, origin for the number line, and representing no units as a quantity or in place value		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1i3 Explain what the zero represents in place value (hundreds, tens, ones) in a number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>

Progress Indicator: E.NO.2a representing addition and subtraction in multiple ways (composing/ decomposing numbers, diagrams, using objects, arrays, equations, number lines), including regrouping		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.2a12 Model addition and subtraction with base 10 blocks within 20</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u>
<u>2.NO.2a13 Model addition and subtraction with base 10 blocks within 50</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u>
<u>2.NO.2a14 Model addition and</u>	<u>Number and Operations in Base Ten</u>	<u>2.NBT.B.5 Fluently add and subtract within</u>

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<u>subtraction with base 10 blocks within 100</u>	<u>2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u>
<u>2.NO.2a15 Remove objects from a set in a subtraction situation to find the amount remaining up to a minuend of 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>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 with a symbol for the unknown number to represent the problem.</u> <u>1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</u>
<u>2.NO.2a16 Solve word problems within 20</u>	<u>Number and Operations in Base Ten</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions</u>
<u>2.NO.2a17 Solve word problems within 100</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions</u>
<u>2.NO.2a18 Use diagrams and number lines to solve addition or subtraction problems</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Use place value understanding and</u>	<u>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties</u>

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	<u>properties of operations to add and subtract.</u>	<u>of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</u>
<u>2.NO.2a19 Combine up to 3 sets of 20 or less</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</u>

Progress Indicator: E.NO.2b explaining or modeling the relationship between addition and subtraction

Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.NO.2b1 Use commutative properties to solve addition problems with sums up to 20 (e.g., $3 + 8 = 11$ therefore $8 + 3 = \underline{\hspace{2cm}}$)</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Understand and apply properties of operations and the relationship between addition and subtraction.</u>	<u>1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</u>
<u>2.NO.2b2 Use associative property to solve addition problems with sums up to 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Understand and apply properties of</u>	<u>1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is</u>

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	<u>operations and the relationship between addition and subtraction.</u>	<u>also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</u>
Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.NO.2c2 Identify and apply addition, subtraction, and equal signs</u>	<u>Number and Operations in Base Ten</u> <u>1 OA Work with addition and subtraction equations.</u>	<u>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</u>
<u>2.NO.2c3 Compose ones into tens and/or tens into hundreds in addition situation</u>	<u>Number and Operations in Base Ten</u> <u>1 NBT; 2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>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 used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</u> <u>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship</u>

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		<p><u>between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</u></p>
<p><u>2.NO.2c4 Decompose tens into ones and/or hundreds into tens in subtraction situations</u></p>	<p><u>Number and Operations in Base Ten</u></p> <p><u>1 NBT; 2 NBT Use place value understanding and properties of operations to add and subtract.</u></p>	<p><u>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.</u></p> <p><u>2.NBT.B.7 Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</u></p>

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Progress Indicator: E.NO.3a exploring and explaining answers to questions, such as "Does this answer make sense?"			
Core Content Connectors: K-1 -2	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice¹	
<u>1-2.NO.3a1 Identify the problem within a word problem (e.g., "Bill had two apples. Sam gave Bill two more apples. How many apples does Bill have now?" – student underlines "How many apples does Bill have now?"</u>	<u>1.OA Represent and solve problems involving addition and subtraction</u>	<p><u>CCRA.Math.Practice.MP1</u></p> <p><u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>CCRA.Math.Practice.MP5</u></p> <p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<u>1-2.NO.3a2 Make sense of and solve story word problems</u>	<u>2.OA Represent and solve problems involving addition and subtraction</u>	<p><u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

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		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>1-2.NO.3a3 Use a given strategy to check solutions (e.g., use addition to check an answer to a subtraction problem)</u>	<u>2.NBT Use place value understanding and properties of operations to add and subtract</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

Progress Indicators: E.NO.3b constructing arguments using concrete referents such as objects, diagrams, tables, actions (e.g., clapping, movement) and estimating

<u>Core Content Connectors: K- 1 -2</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice (p. 6-8 in Mathematics document)</u>	
<u>1-2.NO.3b1 Use an appropriate tool to help solve a given problem (e.g., use a ruler to measure in inches)</u>	<u>2.MD Measure and estimate lengths in standard units</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated</u>

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		<p><u>arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>reasoning.</u></p>
<p><u>1-2.NO.3b2 Use a strategy, rule, or identified characteristic to solve a given routine or non-routine problem (e.g., sort given shapes based upon the rule that triangles have three corners; inches are smaller units than feet so use inches to measure smaller items such as a pencil)</u></p>	<p><u>1G Reason with shapes and their attributes</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

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<u>Progress Indicator: E.PRF.1c modeling problem solving situations that involve addition and subtraction of whole numbers using objects, diagrams, and symbols</u>		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.PRF.1c3 Solve one or two step addition and subtraction problems, and add and subtract within 100, using objects, drawings, pictures</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</u>
<u>2.PRF.1c4 Use pictures, drawings or objects to represent the steps of a problem</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</u>
<u>2.PRF.1c5 Write or select an equation representing the problem and its solution</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</u>

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Progress Indicator: E.PRF.2a recognizing, describing, and extending simple repeating (ABAB) and growing (A+1, A+2, A+3) patterns (e.g., colors, sounds, words, shapes, numeric – counting, odd, even)

Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.PRF.2a6 Use a number line to extend the numerical patterns that grow at a constant rate (2, 4, 6, 8)</u>		No CCRA linked

Progress Indicator: E.PRF.2b creating and explaining repeating and growing patterns using objects or numbers

Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.PRF.2b3 Use a number line to extend arithmetic patterns that are decreasing</u>		No CCRA linked

Progress Indicator: E.PRF.2c extending and analyzing simple numeric patterns with rules that involve addition and subtraction

Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.PRF.2c2 Identify the rule of arithmetic patterns that are increasing</u>		No CCRA linked
<u>2.PRF.2c3 Identify the rule of arithmetic patterns that are decreasing</u>		No CCRA linked

Progress Indicator: E.SE.1c using symbols (=, >, <) to compare whole number quantities, write equations, and determine if equations are true

Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.SE.1c1 Compare sets and use appropriate symbol to label the first as =, <, or > the second set</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</u>
<u>2.SE.1c2 Label simple equations as = or with the phrase not equal</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Work with addition and subtraction</u>	<u>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true</u>

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	<u>equations.</u>	<u>or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</u>
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Progress Indicator: E.SE.1d representing addition and subtraction in multiple formats, including expressions

Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.SE.1d1 Represent addition of 2 sets when shown the + symbol</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</u>
<u>2.SE.1d2 Represent a "taking away" situation with the – symbol</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Work with addition and subtraction equations.</u>	<u>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \underline{\hspace{2cm}} - 3$, $6 + 6 = \underline{\hspace{2cm}}$.</u>

Mathematics | Grade 3 | Overview

Operations and Algebraic Thinking (OA)
<ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Number and operations in Base Ten (NBT)
<ul style="list-style-type: none"> • Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and operations - Fractions (NF)
<ul style="list-style-type: none"> • Develop understanding of fractions as numbers.
Measurement and Data (MD)
<ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Geometry (G)
<ul style="list-style-type: none"> • Reason with shapes and their attributes.

Progress Indicator: E.DPS.1f formulating questions and designing investigations (defining measures and variables)		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.DPS.1f1 Develop questions, make a plan for data collection</u>		No CCRA linked
Progress Indicator: E.DPS.1g collecting data and representing data (e.g., bar graphs, frequency tables, line plots)		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.DPS.1g1 Collect data, organize into picture or bar graph</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>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</u>

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		presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
<u>3.DPS.1g2 Organize measurement data into a line plot</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>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.</u>

Progress Indicator: E.DPS.1i describing data shapes and what the data representations do and do not show (bar graphs, picture graphs, frequency tables, line plots, circle graphs) including the attributes used

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.DPS.1i1 Select the appropriate statement that describes the data representations based on a given graph (picture, bar, line plots)</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></u>

Progress Indicator: E.DPS.1k using data to make and support claims and interpretations (e.g., making comparisons among individuals, between individuals and the group, and among groups)

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.DPS.1k1 Apply results of data to a real world situation</u>		<u>No CCRA linked</u>

Progress Indicator: E.GM.1h describing, analyzing, comparing, and classifying two-dimensional figures (triangles, quadrilaterals) using shared attributes

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Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.GM.1h1 Identify shared attributes of shapes</u>	Geometry <u>3 G Reason with shapes and their attributes.</u>	3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having 4 sides) and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories.
Progress Indicator: E.GM.1i partitioning shapes into equal parts with equal areas and recognizing that each part is a unit fraction of the whole		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.GM.1i1 Partition rectangles into equal parts with equal area</u>	Geometry <u>3 G Reason with shapes and their attributes.</u>	3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
Explanations and clarifications: CCRA not addressed		

Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.ME.1a1 Tell time to the nearest 5 minutes using a digital clock</u>	Measurement and Data <u>2 MD Work with time and money.</u>	2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
<u>3.ME.1a2 Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (e.g., whole hours: 5:00 to 8:00,</u>	Measurement and Data <u>3 MD Solve problems involving measurement and estimation of intervals of</u>	3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals

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<u>within hours: 7:15 to 7:45)</u>	time, liquid volumes, and masses of objects.	in minutes, e.g., by representing the problem on a number line diagram.
Progress Indicator: E.ME.1d describing and demonstrating: unit attributes, iterating, tiling, identical units, number line intervals, standardization, proportionality, additivity, and origin		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.ME.1d1 Use tiling and addition to determine area</u>	<u>Measurement and Data</u> 3 MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	<u>3.MD.C.7a Relate area to the operations of multiplication and addition.</u> a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
<u>3.ME.1d2 Measure area of rectilinear figures by counting squares</u>	<u>Measurement and Data</u> 3 MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	<u>3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</u>
Progress Indicator: E.ME.1e justifying the need for measuring with standard units as compared to non-standard units		
No CCCs written for this PI		No CCRA linked
Progress Indicator: E.ME.1f selecting the appropriate unit for measuring a given attribute (length, area, mass, liquid volume, size of angle), recognizing that a unit must have the same attributes as the object (e.g., unit of length must measure an object that has length)		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.ME.1f1 Select appropriate units for measurement (liquid volume, area, time, money)</u>	<u>Measurement and Data</u> 3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	<u>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</u>

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		(such as a beaker with a measurement scale) to represent the problem.
<u>3.ME.1f2 Add to solve 1 step word problems</u>	<u>Measurement and Data</u> <u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</u>	<u>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.</u>

Progress Indicator: E.ME.1g exploring what happens to 2-dimensional measurements (perimeter or area) when the dimensions of the figure are changed

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.ME.1g1 Identify a figure as getting larger or smaller when the dimensions of the figure change</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</u>	<u>3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</u>

Progress Indicator: E.ME.2e selecting and applying appropriate customary or metric units and tools to measure or estimate (liquid volume, mass, perimeter, area, time, and angles)

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.ME.2e1 Select appropriate tool for measurement: liquid volume, area, time, money</u>	<u>Measurement and Data</u> <u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</u>	<u>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</u>

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		<u>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.</u>
<u>3.ME.2e2 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>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.</u>
<u>3.ME.2e3 Measure to solve problems using number lines and ruler to 1 inch, $\frac{1}{2}$ inch, or $\frac{1}{4}$ of an inch</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>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.</u>
Progress Indicator: E.ME.2h using a variety of strategies (decomposing complex shapes, using counting strategies, arrays, formulas) to estimate or measure area and perimeter (including irregular shapes/objects)		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.ME.2h1 Use addition to find the perimeter of a rectangle</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</u>	<u>3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</u>
Progress Indicator: E.ME.2i selecting and using benchmarks to estimate measurements		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard

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<u>3.ME.2i1 Estimate liquid volume</u>	<u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</u>	<u>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.</u>
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<u>Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1e1 Skip count by 100s</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	<u>2.NBT.A.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>3.NO.1e2 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?)</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100 – 900.</u>
<u>Progress Indicator: E.NO.1h applying place value understanding to compare and order numbers, express number relationships (<, >, =), and express numbers in expanded form</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1h1 Compare 3 digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number)</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	<u>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</u>
<u>Progress Indicator: E.NO.1j applying place value concepts to: read, write, and compare whole numbers up to 100,000; use expanded form; and round numbers to a given place</u>		

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<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1j1 Build representations of numbers using hundreds, tens and ones</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</u> <u>a) 100 can be thought of as a bundle of ten tens – called a "hundred."</u> <u>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</u>
<u>3.NO.1j2 Write or select the expanded form for up to 3 digit number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>3.NO.1j3 Use place value to round to the nearest 10 or 100</u>	<u>Number and Operations in Base Ten</u> 3 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.	<u>3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</u>
<u>3.NO.1j4 Use rounding to solve word problems</u>	<u>Number and Operations in Base Ten</u> Use place value understanding and properties of operations to perform multi-digit arithmetic.	<u>3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</u>
Progress Indicator: E.NO.11 identifying and locating fractions on the number line or as regions, or parts of a set or unit, and recognizing that whole numbers are a subset of rational numbers		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1l1 Identify the number of</u>	<u>Number and Operations-Fractions</u>	<u>3.NF.A.1 Understand a fraction 1/b as the</u>

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<u>highlighted parts (numerator) of a given representation (rectangles and circles)</u>	<u>3.NF Develop understanding of fractions as numbers.</u>	<u>quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.</u>
<u>3.NO.1I2 Identify the total number of parts (denominator) of a given representation (rectangles and circles)</u>	<u>Number and Operations-Fractions</u> <u>3.NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.</u>
<u>3.NO.1I3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths)</u>	<u>Number and Operations-Fractions</u> <u>3.NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.</u>
<u>3.NO.1I4 Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1</u>	<u>Number and Operations-Fractions</u> <u>3.NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.2a and 3.NF.A.2b Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u> <u>a) Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.</u> <u>b) Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</u>

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<u>3.NO.1I5 Locate given common unit fractions (i.e., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) on a number line or ruler</u>	<p>Number and Operations-Fractions</p> <p><u>3 NF Develop understanding of fractions as numbers.</u></p>	<p><u>3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u></p> <p><u>a) Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</u></p> <p><u>b) Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</u></p>
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Progress Indicator: E.NO.2b explaining or modeling the relationship between addition and subtraction		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.NO.2b1 Use the relationships between addition and subtraction to solve problems</u>	<u>Number and Operations in Base Ten</u> <u>3 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</u>
Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.NO.2c1 Solve multi-step addition and subtraction problems up to 100</u>	<u>Number and Operations in Base Ten</u> <u>3 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</u>

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Progress Indicator: E.NO.2d modeling multiplication (equal-sized groups, arrays, area models, equal-sized jumps on number lines, multiplicative comparisons) and division (successive subtraction, partitioning, sharing) of whole numbers

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
3.NO.2d1 Find the total number of objects when given the number of identical groups and the number of objects in each group neither number larger than 5	<p>Operations and Algebraic Thinking</p> <p><u>2 OA Work with equal groups of objects to gain foundations for multiplication.</u></p> <p><u>3 OA Represent and solve problems involving multiplication and division.</u></p>	<p><u>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</u></p> <p><u>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</u></p> <p><u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</u> <u>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</u></p>
3.NO.2d2 Find total number inside an array with neither number in the columns or rows larger than 5	<p>Operations and Algebraic Thinking</p> <p><u>2 OA Work with equal groups of objects to gain foundations for multiplication.</u></p> <p><u>3 OA Represent and solve problems involving multiplication and division.</u></p>	<p><u>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</u></p> <p><u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in</u></p>

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		<i>which a total number of objects can be expressed as 5×7</i>
<u>3.NO.2d3 Solve multiplication problems with neither number greater than 5</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7</u>
<u>3.NO.2d4 Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</u> <u>3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8</u>
<u>3.NO.2d5 Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of groups is not greater than 5</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups</u>

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		<p><i>can be expressed as $56 \div 8$.</i></p> <p><u>3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</u></p>
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Progress Indicator: E.NO.2e describing relationships between addition-multiplication; multiplication-division; addition-subtraction; why commutative property does not apply to subtraction or division

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.NO.2e1 Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>	<u>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</u> <u>3.OA.D.8 Solve two-step word problems using the four operations. 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.</u>

Progress Indicator: E.NO.3c evaluating the reasonableness of answers using mental computation, arithmetic patterns, and estimation strategies, including rounding to the nearest 10 or 100

Core Content Connectors: 3-4	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice ²	
<u>3-4.NO.3c1 Solve real world problems (e.g., determine</u>	<u>4.OA Use the four operations with whole numbers to solve</u>	<u>Make sense of problems & persevere in solving them.</u>	<u>Use appropriate tools strategically.</u> <u>Attend to precision. Look for and</u>

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<u>how many nickels needed to be the equivalent of a quarter) by using mental math (such as skip counting by 2s within 20, 5s within 50, 10s within 100)</u>	<u>problems</u>	<u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3.4.NO.3c2 Evaluate the reasonableness of answers after making computations</u>	<u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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<p><u>3-4.NO.3c3 Determine the reasonableness of answers using estimation</u></p>	<p><u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<p><u>3-4.NO.3c4 Determine the reasonableness of answers using arithmetic patterns</u></p>	<p><u>3.OA Solve problems involving the four operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

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		<u>reasoning.</u>	
Progress Indicator: E.NO.3d constructing arguments and explaining reasonableness of outcomes using a variety of concrete supports (e.g., models, diagrams, tables)			
Core Content Connectors: 3-4	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice³	
<u>3-4.NO.3d1 Use modeling or diagrams to construct or select a viable argument for a given problem (e.g., "what is the difference between equilateral, scalene, and isosceles triangles?" and use models of triangles to illustrate correct answer)</u>	<u>3G Reason with shapes and their attributes</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3d2 Use models to find equivalencies or solutions</u>	<u>4.NF Extend understanding of fraction equivalence and ordering</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>3-4.NO.3d3 Justify and label solutions as a result of making a comparison (e.g., compare 15 and 25 and label 25 as greater: $15 < 25$)</u>	<u>4NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3d4 Explain why a tool or strategy would be used to solve a given problem</u>	<u>3.OA Solve problems involving the four operations, and identify and explain patterns in arithmetic</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<p><u>precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>	
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Progress Indicator: E.PRF.1d describing and modeling how addition, subtraction, multiplication, or division changes a quantity, including with fractions			
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard	
<p><u>3.PRF.1d1 Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results</u></p>	<p><u>Operations and Algebraic Thinking</u></p> <p><u>3.OA Represent and solve problems involving multiplication and division.</u></p>	<p><u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</u></p> <p><u>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</u></p>	
Progress Indicator: E.PRF.1e using representations (tables, graphs, equations) to show how values of one quantity are related to values of another and to draw conclusions			

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Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.PRF.1e1 Describe the rule for a numerical pattern (e.g., increase by 2, 5 or 10)</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>	<u>3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</u>
<u>3.PRF.1e2 Select or name the 3 next terms in a numerical pattern where numbers increase by 2, 5 or 10</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>	<u>3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</u>
<u>Progress Indicator: E.PRF.1f representing and explaining equivalence concretely, graphically, and symbolically (equations, rules)</u>		
Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.PRF.1f 1 Determine the equivalence between number of minutes and the fraction of the hour (e.g., 30 minutes = $\frac{1}{2}$ hour)</u>	<u>Measurement and Data</u> <u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.</u>	<u>3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</u>
<u>3.PRF.1f 2 Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour)</u>	<u>Measurement and Data</u> <u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.</u>	<u>3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem</u>

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		on a number line diagram.
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Progress Indicator: E.PRF.2d representing and analyzing patterns and rules (e.g., doubling, adding 3) using words, tables, graphs, and models

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.PRF.2d1 Identify multiplication patterns in a real world setting</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>	<u>3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</u>
<u>3.PRF.2d2 Apply properties of operations as strategies to multiply and divide</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Understand properties of multiplication and the relationship between multiplication and division.</u>	<u>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</u>

Progress Indicator: E.SE.1g using symbols ($=, <, >$) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations

Core Content Connectors: 3	CCRA Domain/Cluster	Idaho Content Standard
<u>3.SE.1g1 Use $=, <$, or $>$ to compare 2 fractions with the same numerator or denominator</u>	<u>Number and Operations – Fractions</u> <u>3 NF Develop understanding of fractions as</u>	<u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</u>

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	<p><u>numbers.</u></p>	<p>d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
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Mathematics | Grade 4 | Overview

Operations and Algebraic Thinking (OA)
<ul style="list-style-type: none"> • <u>Use the four operations with whole numbers to solve problems.</u> • <u>Gain familiarity with factors and multiples.</u> • <u>Generate and analyze patterns.</u>
Number and operations in Base Ten (NBT)
<ul style="list-style-type: none"> • <u>Generalize place value understanding for multi-digit whole numbers.</u> • <u>Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>
Number and operations - Fractions (NF)
<ul style="list-style-type: none"> • <u>Extend understanding of fraction equivalence and ordering.</u> • <u>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u> • <u>Understand decimal notation for fractions, and compare decimal fractions.</u>
Measurement and Data (MD)
<ul style="list-style-type: none"> • <u>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</u> • <u>Represent and interpret data.</u> • <u>Geometric measurement: understand concepts of angle and measure angles.</u>
Geometry (G)
<ul style="list-style-type: none"> • <u>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>

Progress Indicator: E.DPS.1f formulating questions and designing investigations (defining measures and variables)		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.DPS.1f2 Develop questions, make a plan for data collection</u>		<u>No CCRA linked</u>
Progress Indicator: E.DPS.1g collecting data and representing data (e.g., bar graphs, frequency tables, line plots)		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.DPS.1g3 Collect data, organize in graph (e.g., picture graph, line plot, bar graph)</u>	<u>Measurement and Data</u>	<u>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</u>

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	<u>3 MD Represent and interpret data.</u> <u>4 MD Represent and interpret data.</u>	<u>two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u> <u>4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</u>
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Progress Indicator: E.DPS.1i describing data shapes and what the data representations do and do not show (bar graphs, picture graphs, frequency tables, line plots, circle graphs) including the attributes used

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.DPS.1i1 Select the appropriate statement that describes the data representations based on a given graph (picture, bar, line plots)</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u>

Progress Indicator: E.DPS.1j identifying clumps, gaps, trends, or central tendency (mode, median) in the data

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.DPS.1j1 Select an appropriate</u>	<u>Measurement and Data</u>	<u>3.MD.B.3 Draw a scaled picture graph and</u>

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<u>statement that describes the most frequent or the least frequent data point using a line plot, picture graph, or bar graph</u>	<u>3 MD Represent and interpret data.</u>	<u>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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></u> <u>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.</u>
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Progress Indicator: E.DPS.1k using data to make and support claims and interpretations (e.g., making comparisons among individuals, between individuals and the group, and among groups)

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.DPS.1k2 Apply results of data to a real world situation</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>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.</u>

Progress Indicator: E.GM.1h describing, analyzing, comparing, and classifying two-dimensional figures (triangles, quadrilaterals) using shared attributes

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.GM.1h2 Classify two-dimensional</u>	<u>Geometry</u>	<u>4.G.A.2 Classify two dimensional figures</u>

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<u>shapes based on attributes (# of angles)</u>	<u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right angles as a category, and identify right angles.</u>
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Progress Indicator: E.GM.1j recognizing and drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines and identifying these in plane figures

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.GM.1j1 Recognize a point, line and line segment, rays in two-dimensional figures</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
<u>4.GM.1j2 Recognize perpendicular and parallel lines in two-dimensional figures</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
<u>4.GM.1j3 Recognize an angle in two-dimensional figures</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
<u>4.GM.1j4 Categorize angles as right, acute, or obtuse</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.2 Classify two dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right angles as a category, and identify right triangles.</u>

Progress Indicator: E.GM.1k recognizing and drawing lines of symmetry in a variety of figures

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
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<u>4.GM.1k1 Recognize a line of symmetry in a figure</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>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 along the line into matching parts, identify line-symmetric figures and draw lines of symmetry.</u>
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Explanations and clarifications:

Progress Indicator: E.ME.1d describing and demonstrating: unit attributes, iterating, tiling, identical units, number line intervals, standardization, proportionality, additivity, and origin		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.ME.1d3 Use tiling and multiplication to determine area</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</u>	<u>3.MD.C.7a Relate area to the operations of multiplication and addition.</u> <u>a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</u>
Progress Indicator: E.ME.1e justifying the need for measuring with standard units as compared to non-standard units		
<u>No CCCs written for this PI</u>		<u>No CCRA linked</u>
Progress Indicator: E.ME.1f selecting the appropriate unit for measuring a given attribute (length, area, mass, liquid volume, size of angle), recognizing that a unit must have the same attributes as the object (e.g., unit of length must measure an object that has length)		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.ME.1f3 Select appropriate units for measurement: mass, length, angles</u>		<u>No CCRA linked</u>
<u>4.ME.1f4 Select appropriate units for the value of a set of coins or dollars</u>		<u>No CCRA linked</u>
Progress Indicator: E.ME.1g exploring what happens to 2-dimensional measurements (perimeter or area) when the dimensions of the figure are changed		

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Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.ME.1g2 Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure</u>	<u>Measurement and Data</u> <u>4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</u>	<u>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.</u> <u>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</u>

Progress Indicator: E.ME.2e selecting and applying appropriate customary or metric units and tools to measure or estimate (liquid volume, mass, perimeter, area, time, and angles)		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.ME.2e4 Select appropriate tool for measurement: mass, length, angles</u>	<u>Measurement and Data</u> <u>4 MD Geometric measurement: understand concepts of angle and measure angles.</u>	<u>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</u>
<u>4.ME.2e5 Construct a given angle</u>	<u>Measurement and Data</u>	<u>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch</u>

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	4 MD Geometric measurement: understand concepts of angle and measure angles.	angles of specified measure.
4.ME.2e6 Measure right angles using a tool (e.g., angle ruler, protractor)	Measurement and Data 4 MD Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

Progress Indicator: E.ME.2f recognizing relative sizes of units of measure and making simple conversions within systems when solving problems (e.g., 12 in. = 1 ft)

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
4.ME.2f1 Complete a conversion table for length and mass within a single system	Measurement and Data 4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	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. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>

Progress Indicator: E.ME.2g recognizing situations that require precision (money, time, distances, fractions, decimals) and those where an estimation is appropriate

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
4.ME.2g1 Determine whether a situation calls for a precise measurement or an estimation (distance, volume, mass, time, money)	Measurement and Data 3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	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

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		<p>in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>
Progress Indicator: E.ME.2h using a variety of strategies (decomposing complex shapes, using counting strategies, arrays, formulas) to estimate or measure area and perimeter (including irregular shapes/objects)		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.ME.2h1 Apply the formulas for area and perimeter to solve real world problems</u>	<p><u>Measurement and Data</u></p> <p><u>3 MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</u></p> <p><u>3 MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</u></p> <p><u>4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</u></p>	<p><u>3.MD.C.7 Relate area to the operations of multiplication and addition.</u></p> <p><u>a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</u></p> <p><u>3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</u></p> <p><u>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</u></p>

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Progress Indicator: E.NO.1j applying place value concepts to: read, write, and compare whole numbers up to 100,000; use expanded form; and round numbers to a given place

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands)</u>	<u>Number and Operations in Base Ten</u> <u>4 NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</u>
<u>4.NO.1j6 Compare multi-digit numbers using representations and numbers</u>	<u>Number and Operations in Base Ten</u> <u>4 NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u>
<u>4.NO.1j7 Write or select the expanded form for a multi-digit number</u>	<u>Number and Operations in Base Ten</u> <u>4 NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u>

Progress Indicator: E.NO.1k explaining the meaning of place value (that one digit in one place represents 10 times what it represents in the place to its right)

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.1k1 Compare the value of a number when it is represented in different place values of two 3 digit numbers</u>	<u>Number and Operations in Base Ten</u> <u>4 NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</u>

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Progress Indicator: E.NO.11 identifying and locating fractions on the number line or as regions, or parts of a set or unit, and recognizing that whole numbers are a subset of rational numbers

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.1l6 Locate fractions on a number line</u>	<u>Number and Operations - Fractions</u> <u>3.NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u> <u>a) Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</u> <u>b) Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</u>
<u>4.NO.1l7 Order fractions on a number line</u>	<u>Number and Operations - Fractions</u> <u>3.NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u> <u>a) Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</u>

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		b) Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
Progress Indicator: E.NO.1m composing and representing equivalent fractions in the form a/b		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
4.NO.1m1 Determine equivalent fractions	<p>Number and Operations - Fractions</p> <p>3 NF Develop understanding of fractions as numbers.</p> <p>4 NF Extend understanding of fraction equivalence and ordering.</p>	<p><u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</u></p> <p>a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b) Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p> <p>d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two</p>

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		<p>fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
Progress Indicator: E.NO.1n comparing and modeling fractions, including with different denominators		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.1n1 Select a model of a given fraction (halves, thirds, fourths, sixths, eighths)</u>	<u>Number and Operations - Fractions</u> <u>3.NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</u>
<u>4.NO.1n2 Compare up to 2 given fractions that have different denominators</u>	<u>Number and Operations - Fractions</u> <u>4.NF Extend understanding of fraction equivalence and ordering.</u>	<u>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to benchmark fractions such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</u>

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Progress Indicator: E.NO.1o rewriting fractions as equivalent decimals

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.1o1 Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = .5)</u>	<u>Number and Operations - Fractions</u> <u>4 NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</u>
<u>4.NO.1o2 Find the equivalent decimal for a given fraction</u>	<u>Number and Operations - Fractions</u> <u>4 NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.</u>

Progress Indicator: E.NO.1p using number words to indicate decimal values (tenths, hundredths)

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.1p1 Read, write or select decimals to the tenths place</u>	<u>Number and Operations - Fractions</u> <u>4 NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</u>
<u>4.NO.1p2 Read, write or select decimals to the hundredths place</u>	<u>Number and Operations - Fractions</u> <u>4 NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</u>

Progress Indicator: E.NO.1q using and comparing decimals to the hundredths

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.1q1 Compare two decimals to the tenths place with a value of less than 1</u>	<u>Number and Operations - Fractions</u>	<u>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size.</u>

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	<u>4.NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, +, <, and justify the conclusions, e.g., by using a visual model.</u>
<u>4.NO.1q2 Compare two decimals to the hundredths place with a value of less than 1</u>	<u>Number and Operations - Fractions</u> <u>4.NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, +, <, and justify the conclusions, e.g., by using a visual model.</u>

Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.2c2 Solve multi digit addition and subtraction problems up to 1000</u>	<u>Number and Operations in Base Ten</u> <u>3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</u> <u>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</u>
Progress Indicator: E.NO.2d modeling multiplication (equal-sized groups, arrays, area models, equal-sized jumps on number lines, multiplicative comparisons) and division (successive subtraction, partitioning, sharing) of whole numbers		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.2d6 Find total number inside an array with neither number in the columns or rows larger than 10</u>	<u>Operations and Algebraic Thinking</u> <u>3.OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in</u>

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		<i>which a total number of objects can be expressed as 5×7.</i>
4.NO.2d7 Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10	Operations and Algebraic Thinking 4 OA Use the four operations with whole numbers to solve problems.	3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\hspace{2cm}} \div 3$, $6 \times 6 = ?$ 4.OA.A.2 Multiply or divide to solve word problem involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem distinguishing multiplicative comparison from additive comparison.
4.NO.2d8 Match an accurate addition and multiplication equation to a representation	Operations and Algebraic Thinking 3 OA Represent and solve problems involving multiplication and division.	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.
Progress Indicator: E.NO.2e describing relationships between addition-multiplication; multiplication-division; addition-subtraction; why commutative property does not apply to subtraction or division		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
4.NO.2e2 Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100	Operations and Algebraic Thinking 4 OA Use the four operations with whole numbers to solve problems.	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

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		<u>the reasonableness of answers using mental computation and estimation strategies including rounding.</u>
<u>Progress Indicator: E.NO.2f identifying factors and multiples of numbers</u>		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.NO.2f1 Identify multiples for a whole number (e.g., $2 = 2, 4, 6, 8, 10$)</u>	<u>Operations and Algebraic Thinking</u> <u>4 OA Gain familiarity with factors and multiples.</u>	<u>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</u>
<u>4.NO.2f2 Solve multiplication problems up to two digits by one digit</u>	<u>Number and Operations in Base Ten</u> <u>4 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80, 5 \times 60$) using strategies based on place value and properties of operations.</u> <u>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
<u>Progress Indicator: E.NO.2g recognizing fractions as one number/one quantity, rather than two numbers (numerator and denominator) and using number lines to represent magnitude of fractions</u>		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard

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<p>4.NO.2g1 Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$)</p>	<p>Numbers and Operations – Fractions</p> <p><u>3 NF Develop understanding of fractions as numbers.</u></p> <p>Numbers and Operations – Fractions</p> <p><u>4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></p>	<p><u>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$</u></p> <p><u>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</u></p> <p>a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</p>
<p>Progress Indicator: E.NO.2h adding, subtracting, and multiplying fractions, including mixed numbers</p>		
<p>Core Content Connectors: 4</p> <p>4.NO.2h1 Add and subtract fractions with like denominators of (2, 3, 4, or 8)</p>	<p>CCRA Domain/Cluster</p> <p>Numbers and Operations – Fractions</p> <p><u>4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></p>	<p>Idaho Content Standard</p> <p><u>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</u></p> <p>a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b) Decompose a fraction into a sum of fractions with the same denominator in</p>

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		<p>more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p>
<p><u>4.NO.2h2 Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations</u></p>	<p><u>Numbers and Operations – Fractions</u></p> <p><u>4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></p>	<p><u>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</u></p> <p><u>a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</u></p> <p><u>b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</u></p>
<p><u>4.NO.2h3 Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4, or 8)</u></p>	<p><u>Numbers and Operations – Fractions</u></p> <p><u>3 NF Develop understanding of fractions as numbers.</u></p> <p><u>4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></p>	<p><u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</u></p> <p><u>d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g.,</u></p>

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		<p>by using a visual fraction model.</p> <p><u>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</u></p> <p>d) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
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Progress Indicator: E.NO.3c evaluating the reasonableness of answers using mental computation, arithmetic patterns, and estimation strategies, including rounding to the nearest 10 or 100

Core Content Connectors: 3-4	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice ²
<p><u>3-4.NO.3c1 Solve real world problems (e.g., determine how many nickels needed to be the equivalent of a quarter) by using mental math (such as skip counting by 2s within 20, 5s within 50, 10s within 100)</u></p>	<p><u>4.OA Use the four operations with whole numbers to solve problems</u></p>	<p><u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively.</u> Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p> <p><u>Use appropriate tools strategically.</u> <u>Attend to precision.</u> Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>

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<p><u>3-4.NO.3c2 Evaluate the reasonableness of answers after making computations</u></p>	<p><u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<p><u>3-4.NO.3c3 Determine the reasonableness of answers using estimation</u></p>	<p><u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

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		<u>reasoning.</u> <u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3c4 Determine the reasonableness of answers using arithmetic patterns</u>	<u>3.OA Solve problems involving the four operations and identify and explain patterns in arithmetic</u>	

Progress Indicator: E.NO.3d constructing arguments and explaining reasonableness of outcomes using a variety of concrete supports (e.g., models, diagrams, tables)

Core Content Connectors: 3.4	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice ³	
<u>3-4.NO.3d1 Use modeling or diagrams to construct or select a viable argument for a given problem (e.g., "what is the difference between equilateral, scalene, and isosceles triangles?" and use models of triangles to illustrate correct answer)</u>	<u>3G Reason with shapes and their attributes</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	

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		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>3-4.NO.3d2 Use models to find equivalencies or solutions</u>	<u>4.NF Extend understanding of fraction equivalence and ordering</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3d3 Justify and label solutions as a result of making a comparison (e.g., compare 15 and 25 and label 25 as greater: 15<25)</u>	<u>4NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<p><u>precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>	
<u>3-4.NO.3d4 Explain why a tool or strategy would be used to solve a given problem</u>	<u>3.OA Solve problems involving the four operations, and identify and explain patterns in arithmetic</u>	<p><u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively.</u> Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>	<u>Use appropriate tools strategically.</u> <u>Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

Explanations and clarifications:

Progress Indicator: E.PRF.1d describing and modeling how addition, subtraction, multiplication, or division changes a quantity, including with fractions

Core Content Connectors: 4

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<u>4.PRF.1d2 Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</u>
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Progress Indicator: E.PRF.1e using representations (tables, graphs, equations) to show how values of one quantity are related to values of another and to draw conclusions

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.PRF.1e3 Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost \$3. A purple hat cost 2 times as much. How much does the purple hat cost? $[3 \times 2 = p]$)</u>	<u>Operations and Algebraic Thinking</u> <u>4 OA Use the four operations with whole numbers to solve problems.</u>	<u>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</u>

Progress Indicator: E.PRF.1f representing and explaining equivalence concretely, graphically, and symbolically (equations, rules)

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.PRF.1f3 Apply the distributive property to solve problems with models</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: understand concepts of area and relate to multiplication and to addition.</u>	<u>3.MD.C.7c Relate area to the operations of multiplication and addition.</u> <u>c) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</u>
<u>4.PRF.1f4 Solve a 2-digit by 1-digit multiplication problem using 2 different strategies</u>	<u>Number and Operations in Base Ten</u> <u>4 NBT Use place value understanding and</u>	<u>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using</u>

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	<u>properties of operations to perform multi-digit arithmetic.</u>	<u>strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
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Progress Indicator: E.PRF.2d representing and analyzing patterns and rules (e.g., doubling, adding 3) using words, tables, graphs, and models

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.PRF.2d3 Generate a pattern when given a rule and word problem (I run 3 miles every day, how many miles have I run in 3 days)</u>	<u>Operations and Algebraic Thinking</u> <u>4 OA Generate and analyze patterns.</u>	<u>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</u>

Progress Indicator: E.PRF.2e extending, translating, and analyzing numeric patterns and their rules using addition, subtraction, multiplication, and division

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.PRF.2e1 Extend a numerical pattern when the rule is provided</u>	<u>Operations and Algebraic Thinking</u> <u>4 OA Generate and analyze patterns.</u>	<u>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the</u>

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		<i>numbers will continue to alternate in this way.</i>
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Progress Indicator: E.SE.1g using symbols (=, >, <) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.SE.1g2 Use =, <, or > to compare 2 fractions (fractions with a denominator of 10 or less)</u>	<u>Number and Operations – Fractions</u> <u>4 NF Extend understanding of fraction equivalence and ordering.</u>	<u>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.</u>
<u>4.SE.1g3 Use =, <, or > to compare 2 decimals (decimals in multiples of .10)</u>	<u>Number and Operations – Fractions</u> <u>4 NF Understanding decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.</u>

Progress Indicator: E.SE.1h expressing whole numbers as fractions, and fractions as equivalent decimals; recognizing that a fraction is one number, not two

Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
<u>4.SE.1h1 Express whole numbers as fractions</u>	<u>Number and Operations – Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</u>

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		c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>
<u>4.SE.1h2 Identify the equivalent decimal for a fraction</u>	<u>Number and Operations – Fractions</u> <u>4.NF Develop understanding of fractions as numbers.</u>	<u>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</u>
<u>Explanations and clarifications:</u>		

Mathematics | Grade 5 | Overview

Operations and Algebraic Thinking (OA)

- [Write and interpret numerical expressions.](#)
- [Analyze patterns and relationships.](#)

Number and operations in Base Ten (NBT)

- [Understand the place value system.](#)
- [Perform operations with multi-digit whole numbers and with decimals to hundredths.](#)

Number and operations - Fractions (NF)

- [Use equivalent fractions as a strategy to add and subtract fractions.](#)
- [Apply and extend previous understandings of multiplication and division to multiply and divide fractions.](#)

Measurement and Data (MD)

- [Convert like measurement units within a given measurement system.](#)
- [Represent and interpret data.](#)
- [Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.](#)

Geometry (G)

- [Graph points on the coordinate plane to solve real-world and mathematical problems.](#)
- [Classify two-dimensional figures into categories based on their properties.](#)

Progress Indicator: M.DPS.1c using representations (e.g., dot plots, scatter plots, line plots) to display data from investigations to describe the shapes of the data

Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.DPS.1c1 Collect and graph data: bar graph, line plots, picture graph (e.g., average height among 3 classrooms, # of boys and girls)</u>	<u>Measurement and Data</u> 3 MD Represent and interpret data. 5 MD Represent and interpret data.	<u>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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u>

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		<p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>
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Progress Indicator: M.DPS.1d identifying the range, three common measures of central tendency (mean, median, and mode) and interpreting the mean as a fair share and a center of balance

Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
5.DPS.1d1 Select an appropriate statement about the range of the data for a given graph (bar graph, line plot) (i.e., range of data) up to 10 points	Statistics and Probability 6 SP Develop understanding of statistical variability.	6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Progress Indicator: M.DPS.1e making claims about populations from data distributions, supporting interpretations on the basis of mean, median, or mode, and the shape of the distribution

Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
5.DPS.1e1 Use measures of central tendency to interpret data including overall patterns in the data	Statistics and Probability 6 SP Develop understanding of statistical variability.	6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Progress Indicator: E.GM.1j recognizing and drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines and identifying these in plane figures

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Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.GM.1j1 Recognize parallel and perpendicular lines within the context of two-dimensional figures</u>	<u>Geometry</u> 4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
Progress Indicator: M.GM.1a describing and classifying plane figures based on their properties		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.GM.1a1 Recognize properties of simple plane figures</u>	<u>Geometry</u> 5 G Classify two-dimensional figures into categories based on their properties.	<u>5.G.B.3 Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category . For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</u>
Progress Indicator: M.GM.1b recognizing and using properties belonging to categories and subcategories of plane figures (e.g., all rectangles have four right angles, so all squares are rectangles and have four right angles)		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.GM.1b1 Distinguish plane figures by their properties</u>	<u>Geometry</u> 5 G Classify two-dimensional figures into categories based on their properties.	<u>5.G.B.4 Classify two dimensional figures in a hierarchy based on properties.</u>
Progress Indicator: M.GM.1c demonstrating the use of a coordinate system by locating/graphing a given point or polygon using ordered pairs		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.GM.1c1 Locate the x and y axis on a graph</u>	<u>Geometry</u> 5 G Graph points on the coordinate plane to solve real-world and mathematical problems.	<u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in</u>

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		<p><u>the plane located by using an ordered pair of numbers called its coordinates.</u> <u>Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u></p>
<p><u>5.GM.1c2 Locate points on a graph</u></p>	<p><u>Geometry</u></p> <p><u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u></p>	<p><u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates.</u> <u>Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u></p>
<p><u>5.GM.1c3 Use order pairs to graph given points</u></p>	<p><u>Geometry</u></p> <p><u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u></p>	<p><u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates.</u></p>

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		<p>Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
<u>Explanations and Clarifications: CCRA not addressed</u>		

Progress Indicator: M.ME.1a identifying and describing measurable attributes (including area, surface area, volume, fractional units, absolute value with temperature), and selecting appropriate customary or metric units of measure when solving problems		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.ME.1a1 Identify the appropriate units of measurement for different purposes in a real life context (e.g., measure a wall using feet, not inches)</u>	<u>Measurement and Data</u> <u>4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</u>	<u>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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</u>
Progress Indicator: M.ME.1b recognizing relationships among units and using proportional reasoning to convert measurements from one unit to another within the same system		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.ME.1b1 Convert standard</u>	<u>Measurement and Data</u>	<u>5.MD.A.1 Convert among different-sized</u>

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<u>measurements of time</u>	<u>5 MD Convert like measurement units within a given measurement system.</u>	<u>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.</u>
<u>5.ME.1b2 Convert standard measurements of length</u>	<u>Measurement and Data</u> <u>5 MD Convert like measurement units within a given measurement system.</u>	<u>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.</u>
<u>5.ME.1b3 Convert standard measurements of mass</u>	<u>Measurement and Data</u> <u>5 MD Convert like measurement units within a given measurement system.</u>	<u>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.</u>
Progress Indicator: M.ME.1c recognizing how the formulas for area and volume for a variety of shapes and solids are related		
<u>No CCCs written for this PI</u>		

Progress Indicator: M.ME.2a selecting and applying appropriate standard units, tools, and level of precision in real-world measurement problems (e.g., area, surface area, volume, rate)		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.ME.2a1 Solve problems involving conversions of standard measurement units when finding area, volume, time lapse, or mass</u>	<u>Measurement and Data</u> <u>5 MD Convert like measurement units within a given measurement system.</u>	<u>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.</u>
Progress Indicator: M.ME.2b using a variety of strategies (decomposing complex shapes, using formulas and models) to measure area (triangles, quadrilaterals, polygons) and volume (rectangular prisms)		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard

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<u>5.ME.2b1 Use filling and multiplication to determine volume</u>	<u>Measurement and Data</u> <u>5 MD Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</u>	<u>5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</u>
<u>5.ME.2b2 Apply formula to solve one step problems involving volume</u>	<u>Measurement and Data</u> <u>5 MD Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</u>	<u>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</u> <u>b) Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</u>

<u>Progress Indicator: M.NO.1a Explaining the meaning of place value (that a digit in one place represents 10 times what it represents to the place to its right).</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.NO.1a1 Compare the value of a number when it is represented in different place values of two 3 digit numbers</u>	<u>Number and Operations in Base Ten</u> <u>5.NBT Understand the place value system.</u>	<u>5.NBT.A.1. Recognize 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 and 1/10 of what it represents in the place to its left.</u>
<u>Progress Indicator: M.NO.1b extending place value understanding to reading (e.g., naming the values with number words, rather than "point four"), writing, comparing, and rounding decimals</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

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<u>5.NO.1b1 Read, write, or select a decimal to the hundredths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.3a Read, write, and compare decimals to thousandths.</u> <u>a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</u>
<u>5.NO.1b2 Read, write or select a decimal to the thousandths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.3a Read, write, and compare decimals to thousandths.</u> <u>a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</u>
<u>5.NO.1b3 Compare two decimals to the thousandths place with a value of less than 1</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.3b Read, write, and compare decimals to thousandths.</u> <u>b) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u>
<u>5.NO.1b4 Round decimals to the next whole number</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.4 Use place value understanding to round decimals to any place.</u>
<u>5.NO.1b5 Round decimals to the tenths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.4 Use place value understanding to round decimals to any place.</u>
<u>5.NO.1b6 Round decimals to the hundredths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.4 Use place value understanding to round decimals to any place.</u>

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Progress Indicator: M.NO.1c using a variety of fractional and decimal representations and locating them on a number line		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
5.NO.1c1 Rewrite a fraction as a decimal	Number and Operations – Fractions 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
5.NO.1c2 Rewrite a decimal as a fraction	Number and Operations – Fractions 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

Progress Indicator: M.NO.2a working flexibility with common addition, subtraction, multiplication, and division situations		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
5.NO.2a1 Solve problems or word problems using up to three digit numbers and addition or subtraction or multiplication	Operations and Algebraic Thinking 4 OA Use the four operations with whole numbers to solve problems. Number and Operations in Base Ten 5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.	4.OA.A.3 Solve multi-step 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. 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NO.2a2 Separate a group of objects into equal sets when given the number of	Number and Operations in Base Ten	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit

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<p><u>sets to find the total in each set with the total number less than 50</u></p>	<p>4 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
<p><u>5.NO.2a3 Find whole number quotients up to two dividends and two divisors</u></p>	<p>Number and Operations in Base Ten <u>5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.</u></p>	<p><u>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u></p>
<p><u>5.NO.2a4 Find whole number quotients up to four dividends and two divisors</u></p>	<p>Number and Operations in Base Ten <u>5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.</u></p>	<p><u>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u></p>
<p><u>5.NO.2a5 Solve word problems that require multiplication or division</u></p>	<p>Number and Operations in Base Ten <u>5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.</u></p>	<p><u>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the</u></p>

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		calculation by using equations, rectangular arrays, and/or area models.
Progress Indicator: M.NO.2b recognizing fractions as one number/one quantity, rather than two numbers (numerator and denominator) and using number lines to represent magnitude of fractions and equivalent /non-equivalent fractions		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
5.NO.2b1 Add and subtract fractions with unlike denominators by replacing fractions with equivalent fractions (identical denominators)	Numbers and Operations – Fractions 5 NF Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.1 Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$).</i>
5.NO.2b2 Add or subtract fractions with unlike denominators	Numbers and Operations – Fractions 5 NF Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$).</i>
5.NO.2b3 Multiply a fraction by a whole or mixed number.	Numbers and Operations – Fractions 4 NF build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Numbers and Operations – Fractions 5 NF Apply and extend previous	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a) Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a

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	<p><u>understandings of multiplication and division to multiply and divide fractions.</u></p>	<p><u>sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</u></p> <p><u>b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</u></p> <p><u>5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</u></p> <p><u>a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</u></p> <p><u>b) Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div$</u></p>
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		<p><i>(1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p> <p><i>c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ cup servings are in 2 cups of raisins?</i></p>
<p><u>5.NO.2b4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</u></p>	<p><u>Numbers and Operations – Fractions</u></p> <p><u>5.NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</u></p>	<p><u>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</u></p>

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		<p><u>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</u></p> <p><u>a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</u></p> <p><u>b) Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</u></p> <p><u>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ cup servings are in 2 cups</u></p>
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		of raisins?
Progress Indicator: M.NO.2c using operations and standard algorithms with whole numbers, fractions (unlike denominators), and decimals (to hundredths)		
Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
5.NO.2c1 Solve 1 step problems using decimals	Number and Operations in Base Ten 5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, 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.
5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions	Numbers and Operations – Fractions 5 NF Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>
Explanations and clarifications: Not included: M.NO.2d contrasting situations as additive or multiplicative		

Progress Indicator: M.NO.3a using informal and rule-based arguments, evidence, and examples (e.g., estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions			
Core Content Connectors: 5-6	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice⁴	
5-6.NO.3a1 Justify the use of a strategy, rule, or identified	6.EE Reason about and solve one-variable equations and	Make sense of problems & persevere in solving them.	Use appropriate tools strategically. Attend to precision. Look for and

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<u>characteristic to solve a given problem (e.g., why use a formula to find the area of rectangles)</u>	<u>inequalities</u>	<u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>make use of structure. Look for and express regularity in repeated reasoning.</u>
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Progress Indicator: M.NO.3b critiquing the mathematical arguments provided by others

<u>Core Content Connectors: 5-6</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁵</u>	
<u>5-6.NO.3b1 Use up to two rules to extend a pattern and verify provided responses or select correct answers (e.g., Rules: +3, +2 and table lists pairs, 4:5, 7:7, and 10:9)</u>	<u>5.OA Analyze patterns and relationships</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<u>use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b2 Explain the selection of rule(s) to use to verify a response</u> <u>Explain the rules used to verify a solution</u>	<u>5.OA Analyze patterns and relationships</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b3 Verify provided solutions within word problems (e.g., Sally wanted to give her brother 1/2 of her books. Her brother only took 1/4 of the 1/2 she offered. Sally gave him 1/8 of all of her books. Is this true?)</u>	<u>6.NS Apply and extend previous understandings of numbers to the system of rational numbers</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	

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		<u>strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b4 Critique a set of solutions for a given problem and determine any viable answers</u>	<u>5.NBT Perform operations with multi-digit whole numbers and with decimals to hundredths</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b5 Evaluate the accuracy of statements made based upon provided data</u>	<u>6.SP Develop understanding of statistical variability</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<p><u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	
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Explanations and clarifications:

Progress Indicator: M.PRF.1a describing how multiplication or division changes a quantity, including with fractions or decimals

Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<p><u>5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier</u></p>	<p><u>Number and Operations – Fractions</u></p> <p><u>5 NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</u></p>	<p><u>5.NF.B.5 Interpret multiplication as scaling (resizing), by:</u></p> <p class="list-item-l1"><u>a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</u></p> <p class="list-item-l1"><u>b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</u></p>

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<u>Progress Indicator: M.PRF.1b distinguishing linear from nonlinear relationships as represented in graphical and tabular representations</u>																	
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>															
<u>5.PRF.1b1 Given 2 patterns involving the same context (e.g., collecting marbles) determine the 1st 5 terms and compare the values</u> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Day</th> <th>Joe</th> <th>Kim</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>4</td> </tr> <tr> <td>2</td> <td>4</td> <td>8</td> </tr> <tr> <td>3</td> <td>6</td> <td>12</td> </tr> <tr> <td>4</td> <td>8</td> <td>16</td> </tr> </tbody> </table>	Day	Joe	Kim	1	2	4	2	4	8	3	6	12	4	8	16	<u>Operations and Algebraic Thinking</u> <u>5 OA Analyze patterns and relationships.</u>	<u>5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</u>
Day	Joe	Kim															
1	2	4															
2	4	8															
3	6	12															
4	8	16															
<u>5.PRF.1b2 When given a line graph representing two arithmetic patterns, identify the relationship between the two</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Analyze patterns and relationships.</u>	<u>5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</u>															

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Progress Indicator: M.PRF.2a representing, analyzing, extending, and generalizing a variety of patterns using tables, graphs, words, and symbolic rules

Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.PRF.2a1 Generate a pattern that follows the provided rule</u>	<u>Operations and Algebraic Thinking</u> <u>4 OA Generate and analyze patterns.</u>	<u>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</u>

Progress Indicator: M.PRF.2b relating and comparing different forms of representation and identifying functions as linear or nonlinear

Core Content Connectors: 5	CCRA Domain/Cluster	Idaho Content Standard
<u>5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Analyze patterns and relationships.</u>	<u>5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</u>

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<u>Progress Indicator: M.SE.1a using symbols (=, >, <) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.SE.1a1 Given a real world problem, write an expression using 1 set of parentheses</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Write and interpret numerical expressions.</u>	<u>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</u>
<u>Explanations and clarifications:</u>		

Mathematics | Grade 6 | Overview

Ratios and Proportional Relationships (RP)

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System (NS)

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations (EE)

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry (G)

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability (SP)

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Progress Indicator: M.DPS.1a formulating questions about groups larger than classroom groups and comparing different populations or samples

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.DPS.1a2 Identify statistical questions and make a plan for data collection</u>	<u>Statistics and Probability</u> <u>6 SP Develop understanding of statistical variability.</u>	<u>6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</u>

Progress Indicator: M.DPS.1c using representations (e.g., dot plots, scatter plots, line plots) to display data from investigations

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<u>to describe the shapes of the data</u>		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.DPS.1c2 Collect and graph data: bar graph, line plots, dot plots, histograms</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	<u>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</u>
<u>Progress Indicator: M.DPS.1d identifying the range, three common measures of central tendency (mean, median, and mode) and interpreting the mean as a fair share and a center of balance</u>		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.DPS.1d2 Solve for mean of a given data set</u>	<u>Statistics and Probability</u> 6 SP Develop understanding of statistical variability.	<u>6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</u>
<u>6.DPS.1d3 Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	<u>6.SP.B.5 Summarize numerical data sets in relation to their context such as by:</u> <u>c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.</u>
<u>6.DPS.1d4 Find the range of a given data set</u>	<u>Statistics and Probability</u> 6 SP Develop understanding of statistical variability.	<u>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.</u>
<u>6.DPS.1d5 Explain or identify what the mean represents in a set of data</u>	<u>Statistics and Probability</u> 6 SP Develop understanding of statistical variability.	<u>6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</u>

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<u>6.DPS.1d6 Explain or identify what the mode represents in a set of data</u>	<u>Statistics and Probability</u> <u>6 SP Develop understanding of statistical variability.</u>	<u>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.</u>
<u>6.DPS.1d7 Explain or identify what the median represents in a set of data</u>	<u>Statistics and Probability</u> <u>6 SP Summarize and describe distributions.</u>	<u>6.SP.B.5 Summarize numerical data sets in relation to their context such as by:</u> <u>c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.</u>
<u>Progress Indicator: M.DPS.1e making claims about populations from data distributions, supporting interpretations on the basis of mean, median, or mode, and the shape of the distribution</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.DPS.1e2 Use measures of central tendency to interpret data including overall patterns in the data</u>	<u>Statistics and Probability</u> <u>6 SP Summarize and describe distributions.</u>	<u>6.SP.B.5 Summarize numerical data sets in relation to their context such as by:</u> <u>c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.</u>

<u>Progress Indicator: M.GM.1c demonstrating the use of a coordinate system by locating/graphing a given point or polygon using ordered pairs</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.GM.1c4 Locate points on a graph</u>	<u>Geometry</u>	<u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate</u>

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	<p><u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u></p>	<p><u>system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u></p>
<p><u>6.GM.1c5 Use order pairs to graph given points</u></p>	<p><u>Geometry</u></p> <p><u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u></p>	<p><u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u></p>
<p><u>6.GM.1c6 Find coordinate values of points in the context of a situation</u></p>	<p><u>Geometry</u></p> <p><u>5 G Graph points on the coordinate plane to solve real-world and mathematical</u></p>	<p><u>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</u></p>

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	problems.	the context of the situation.
<u>6.GM.1c7 Use coordinate points to draw polygons</u>	Geometry <u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u>	<u>6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</u>
<u>6.GM.1c8 Use coordinate points to find the side lengths of polygons that are horizontal or vertical</u>	Geometry <u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u>	<u>6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</u>
Progress Indicator: M.GM.1d solving area, surface area, and volume problems by composing and decomposing figures		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.GM.1d1 Find area of quadrilaterals</u>	Geometry <u>6 G Solve real-world and mathematical problems involving area, surface area, and volumes.</u>	<u>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</u>
<u>6.GM.1d2 Find area of triangles</u>	Geometry <u>6 G Solve real-world and mathematical problems involving area, surface area, and volumes.</u>	<u>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems</u>

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Explanations and clarifications:

Progress Indicator: M.ME.1a identifying and describing measurable attributes (including area, surface area, volume, fractional units, absolute value with temperature), and selecting appropriate customary or metric units of measure when solving problems

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.ME.1a2 Identify the appropriate formula (i.e., perimeter, area, volume) to use when measuring for different purposes in a real life context</u>	<u>Geometry</u> <u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u>	<u>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems</u> <u>6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</u>

Progress Indicator: M.ME.1b recognizing relationships among units and using proportional reasoning to convert measurements from one unit to another within the same system

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.ME.1b4 Complete a conversion table for length, mass, time, volume</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio</u>	<u>6.RP.A.3d Use ratios and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of</u>

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	<u>reasoning to solve problems.</u>	<u>equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</u>
<u>6.ME.1b5 Analyze table to answer questions</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3d Use ratios and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</u>

Progress Indicator: M.ME.1c recognizing how the formulas for area and volume for a variety of shapes and solids are related

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.ME.1c1 Find the area of a 2-dimensional figure and the volume of a 3-dimensional figure</u>	<u>Geometry</u> <u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u>	<u>6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</u>

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Progress Indicator: M.ME.2a selecting and applying appropriate standard units, tools, and level of precision in real-world measurement problems (e.g., area, surface area, volume, rate)

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
6.ME.2a2 Solve one step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours)	Ratios and Proportional Relationships 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b) Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>
6.ME.2a3 Apply the formula to find the area of triangles	Geometry 6 G Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Progress Indicator: M.ME.2b using a variety of strategies (decomposing complex shapes, using formulas and models) to measure area (triangles, quadrilaterals, polygons) and volume (rectangular prisms)

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
6.ME.2b3 Decompose complex shapes (polygon, trapezoid, pentagon) into simple shapes (rectangles, squares, triangles) to measure area	Geometry 6 G Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and

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		<u>mathematical problems.</u>
<u>6.ME.2b4 Decompose complex 3-D shapes into simple 3-D shapes to measure volume</u>	<p>Measurement and Data</p> <p><u>5 MD Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</u></p>	<p><u>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</u></p> <p>a) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>

Progress Indicator: M.NO.1d representing integers (positive/negative numbers) and locating them on a number line		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.NO.1d1 Identify numbers as positive or negative</u>	<p>Expressions and Equations</p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p>a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is</p>

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		<p>its own opposite.</p> <p>b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
<p><u>6.NO.1d2 Locate positive and negative numbers on a number line</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by</p>

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		<p>reflections across one or both axes.</p> <p>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>
<p><u>6.NO.1d3 Plot positive and negative numbers on a number line</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p>a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>

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<p><u>6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>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.</u></p>
<p><u>6.NO.1d5 Find given points between -10 and 10 on both axis of a coordinate plane</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6c Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p><u>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</u></p>
<p><u>6.NO.1d6 Label points between -10 and 10 on both axis of a coordinate plane</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6c Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p><u>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position</u></p>

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		pairs of integers and other rational numbers on a coordinate plane.
Progress Indicator: M.NO.1e describing, representing, and comparing absolute value relationships		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
6.NO.1e1 Determine the meaning of absolute value	Expressions and Equations 6 NS Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.C.7c Understand ordering and absolute value of rational numbers. a) Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars write $-30 = 30$ to describe the size of the debt in dollars.</i>
Progress Indicator: M.NO.1f recognizing equivalence of representations using fractions, decimals, and percents and using them solve ratio problems		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
6.NO.1f1 Find a percent of a quantity as rate per 100	Ratios and Proportional Relationships 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.3c Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
6.NO.1f2 Write or select a ratio to match a given statement and representation	Ratios and Proportional Relationships	6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio

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	<u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
<u>6.NO.1f3 Select or make a statement to interpret a given ratio</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</u>
<u>6.NO.1f4 Find a missing value (representations, whole numbers, common fractions, decimals to hundredths place, percent) for a given ratio</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3a Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</u>
<u>6.NO.1f5 Solve unit rate problems involving unit pricing</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3b Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u>

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		a) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
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Progress Indicator: M.NO.1i using exponents and scientific notation to express very large or very small quantities

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.NO.1i1 Identify what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$)</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u> <u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>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.</u> <u>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</u>
<u>6.NO.1i2 Solve numerical expressions involving whole number exponents</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</u>

Progress Indicator: M.NO.2a working flexibility with common addition, subtraction, multiplication, and division situations

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.NO.2a6 Solve problems or word problems using up to three digit numbers and any of the four operations</u>	<u>Expressions and Equations</u> <u>6 EE Reason about and solve one-variable</u>	<u>6.EE.B.7 Solve real world and mathematical problems by writing and solving equations of the form $x + p = q$ and</u>

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	<u>equations and inequalities.</u>	<u>$px = q$ for cases in which p, q, and x are all non negative rational numbers.</u>
Progress Indicator: M.NO.2c using operations and standard algorithms with whole numbers, fractions (unlike denominators), and decimals (to hundredths)		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.NO.2c3 Solve one step, addition, subtraction, multiplication, or division problems with fractions or decimals</u>	<p>The Number System</p> <p><u>6 NS Apply and extend previous understandings of multiplications and division to divide fractions by fractions.</u></p> <p><u>6 NS Compute fluently with multi-digit numbers and find common factors and multiples</u></p>	<p><u>6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$). How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi.? Compute fluently with multi-digit numbers and find common factors and multiples.</u></p> <p><u>6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</u></p>
<u>6.NO.2c4 Solve word problems involving the addition, subtraction, multiplication or division of fractions</u>	<p>Numbers and Operations – Fractions</p> <p><u>5 NF Apply and extend previous understandings of multiplication and</u></p>	<p><u>5.NF.B.7c Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</u></p>

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	<p><u>division to multiply and divide fractions.</u></p> <p><u>The Number System</u></p> <p><u>6 NS Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</u></p>	<p>c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ cup servings are in 2 cups of raisins?</i></p> <p><u>6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$). How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Compute fluently with multi-digit numbers and find common factors and multiples.</i></u></p>
<u>6.NO.2c5 Divide multi-digit whole numbers</u>	<p><u>The Number System</u></p> <p><u>6 NS Compute fluently with multi-digit</u></p>	<p><u>6.NS.B.2 Fluently divide multi-digit numbers using standard algorithm.</u></p>

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	numbers and find common factors and multiples	
Progress Indicator: M.NO.2e ordering/comparing integers and representing them on the number line		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.NO.2e1 Determine the difference between two integers using a number line</u>	<p>The Number System</p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p>a) <u>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</u></p>
<u>6.NO.2e2 Compare two numbers on a number line (e.g., $-2 > -9$)</u>	<p>The Number System</p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.7 Understand ordering and absolute value of rational numbers.</u></p> <p>a) <u>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</u></p>

Progress Indicator: M.NO.3a using informal and rule-based arguments, evidence, and examples (e.g., estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions

Core Content Connectors:	Potential cluster for	Common Core: Standards for Mathematical Practice⁴
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5-6	demonstration		
<u>5-6.NO.3a1 Justify the use of a strategy, rule, or identified characteristic to solve a given problem (e.g., why use a formula to find the area of rectangles)</u>	<u>6.EE Reason about and solve one-variable equations and inequalities</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

Progress Indicator: M.NO.3b critiquing the mathematical arguments provided by others

Core Content Connectors: 5-6	Potential cluster for demonstration	<u>Common Core: Standards for Mathematical Practice⁵</u>	
<u>5-6.NO.3b1 Use up to two rules to extend a pattern and verify provided responses or select correct answers (e.g., Rules: +3, +2 and table lists pairs, 4:5, 7:7, and 10:9)</u>	<u>5.OA Analyze patterns and relationships</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<u>reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b2 Explain the selection of rule(s) to use to verify a response</u> <u>Explain the rules used to verify a solution</u>	<u>5.OA Analyze patterns and relationships</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b3 Verify provided solutions within word problems (e.g., Sally wanted to give her brother 1/2 of her books. Her brother only took 1/4 of the 1/2 she offered. Sally gave him 1/8 of all of her books. Is this true?)</u>	<u>6.NS Apply and extend previous understandings of numbers to the system of rational numbers</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<u>use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b4 Critique a set of solutions for a given problem and determine any viable answers</u>	<u>5.NBT Perform operations with multi-digit whole numbers and with decimals to hundredths</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b5 Evaluate the accuracy of statements made based upon provided data</u>	<u>6.SP Develop understanding of statistical variability</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<p><u>tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>	
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Explanations and clarifications:

<u>Progress Indicator: M.PRF.1a describing how multiplication or division changes a quantity, including with fractions or decimals</u>			
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>	
<u>6.PRF.1a2 Determine whether or not the quotient will increase or decrease based on the divisor</u>	<u>Number and Operations – Fractions</u> <u>5 NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</u>	<p><u>5.NF.B.5 Interpret multiplication as scaling (resizing), by:</u></p> <p class="list-item-l1">a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p class="list-item-l1">b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b =$</p>	

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		($n \times a$)/($n \times b$) to the effect of multiplying a/b by 1.
Progress Indicator: M.PRF.1c comparing two rates and evaluating them for a given situation (e.g., best value)		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation</u>	Ratios and Proportional Relationships 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>
<u>6.PRF.1c2 Represent proportional relationships on a line graph</u>	Ratios and Proportional Relationships 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>
Progress Indicator: M.PRF.1d using symbolic equations to summarize how the quantity of something changes		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.PRF.1d1 Solve real world single step linear equations</u>	Expressions and Equations 6 EE Reason about and solve one-variable equations and inequalities.	6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
Progress Indicator: M.PRF.2a representing, analyzing, extending, and generalizing a variety of patterns using tables, graphs, words, and symbolic rules		

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Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.PRF.2a2 Use variables to represent numbers and write expressions when solving real-world problems</u>	<u>Expressions and Equations</u> <u>6 EE Reason about and solve one-variable equations and inequalities.</u>	<u>6.EE.B.6 Use variables to represent numbers and write expressions when solving real-world or mathematical problems; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</u>
<u>6.PRF.2a3 Use variables to represent two quantities in a real-world problem that change in relationship to one another</u>	<u>Expressions and Equations</u> <u>6 EE Represent and analyze quantitative relationships between dependent and independent variables.</u>	<u>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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</u>
<u>6.PRF.2a4 Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation</u>	<u>Expressions and Equations</u> <u>6 EE Represent and analyze quantitative relationships between dependent and independent variables.</u>	<u>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</u>

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		<i>tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>
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Progress Indicator: M.PRF.2b relating and comparing different forms of representation and identifying functions as linear or nonlinear

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.PRF.2b2 Using provided table with numerical patterns, form ordered pairs</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Analyze patterns and relationships.</u>	<i>5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>

Progress Indicator: M.PRF.2b relating and comparing different forms of representation and identifying functions as linear or nonlinear

Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.PRF.2b3 Complete a statement that describes the ratio relationship between two quantities</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<i>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for</i>

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		<i>every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>
<u>6.PRF.2b4 Determine the unit rate in a variety of contextual situations</u>	Ratios and Proportional Relationships <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</u>
<u>6.PRF.2b5 Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations)</u>	Ratios and Proportional Relationships <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</u> <u>b) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</u>

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		<p>c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>
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Progress Indicator: M.SE.1a using symbols ($=, >, <$) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.SE.1a2 Given a real world problem, write an equation using 1 set of parentheses</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.</u> <u>c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</u>
<u>6.SE.1a3 Write expressions for real-world problems involving one unknown number</u>		<u>No CCRA linked</u>

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<u>6.SE.1a4 Given a real world problem, write an inequality.</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</u>
<u>Explanations and clarifications:</u>		
<u>Progress Indicator: M.SE.1b writing, interpreting, and using expressions, equations, and inequalities (including using brackets, parentheses, or braces)</u>		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.SE.1b1 Evaluate whether or not both sides of an equation are equal</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</u>
<u>6.SE.1b2 Use properties to produce equivalent expressions</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.A.3 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2+x)$ to produce the equivalent expression $6+3x$: apply the distributive property to the expression $24x+18y$ to produce the equivalent expression $6(4x+3y)$: apply properties of operations to $y+y+y$ to produce the equivalent expression $3y$.</u>

Mathematics | Grade 7 | Overview

Ratios and Proportional Relationships (RP)
<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System (NS)
<ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Expressions and Equations (EE)
<ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Geometry (G)
<ul style="list-style-type: none"> Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Statistics and Probability (SP)
<ul style="list-style-type: none"> Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

Progress Indicator: M.DPS.1b distinguishing among populations, censuses, and sampling

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.DPS.1b1 Determine sample size to answer a given question</u>	<u>Statistics and Probability</u> <u>7 SP Use random sampling to draw inferences about a population.</u>	<u>7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.</u> <u>Understand that random sampling tends to produce representative samples and support valid inferences.</u>

Progress Indicator: M.DPS.1g displaying and interpreting univariate data using dot plots, histograms, and circle graphs

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
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<u>7.DPS.1g1 Graph continuous data using line graphs, histograms, or dot plots</u>	<u>Statistics and Probability</u> <u>6 SP Summarize and describe distributions.</u>	<u>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</u>
Progress Indicator: M.DPS.1i using box plots, interquartile range, mean absolute deviation, range, and the concept of outliers to characterize the distribution (variability) of univariate data		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.1i1 Solve for the median of a given data set</u>	<u>Statistics and Probability</u> <u>6 SP Summarize and describe distributions.</u>	<u>6.SP.B.5 Summarize numerical data sets in relations to their context such as by:</u> <u>c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.</u>
<u>7.DPS.1i2 Identify the range (high/low), median (middle), mean, or mode of a given data set</u>	<u>Statistics and Probability</u> <u>7 SP Draw informal comparative inferences about two populations.</u>	<u>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about the two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></u>
Progress Indicator: M.DPS.1j comparing two unequal distributions of data using number of data points, measures of central tendency, shape, and variability (numerical data), and two-way tables (categorical variables)		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.1j1 Make or select a statement to compare the distribution of 2 data sets</u>	<u>Statistics and Probability</u> <u>7 SP Draw informal comparative inferences about two populations.</u>	<u>7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the</u>

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		centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>
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Progress Indicator: M.DPS.1k supporting claims about the results of investigations (e.g., coordinating among the measures of central tendency and variability)

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.DPS.1k1 Analyze graphs to determine or select appropriate comparative inferences about two samples or populations</u>	<u>Statistics and Probability</u> <u>7 SP Draw informal comparative inferences about two populations.</u>	<u>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about the two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></u>

Progress Indicator: M.DPS.2a conducting simple probability experiments and expressing results in terms of relative frequencies or proportions as first estimate of probability

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.DPS.2a1 Conduct simple probability experiments</u>		<u>No CCRA linked</u>

Progress Indicator: E.DPS.2d describing the probability of events as being certain, likely, equally likely, unlikely, or impossible

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
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<u>7.DPS.2d1 Describe the probability of events as being certain or impossible, likely, less likely or equally likely</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u>	<u>7.SP.C.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</u>
<u>7.DPS.2d2 State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals)</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u>	<u>7.SP.C.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</u>
<u>Progress Indicator: M.DPS.2b describing and representing (e.g., tree diagrams) all possible outcomes (sample space) and the theoretical probabilities of each outcome (as proportion of a specific outcome relative to all possible outcomes) in simple probability experiments</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.2b1 Identify sample space for a single event (coin, spinner, die)</u>		
<u>Progress Indicator: M.DPS.2d identifying sample spaces for multi-stage probability experiments (independent events) and determining the theoretical probabilities of specific event combinations</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.2d3 Using a tree diagram, represent all possible outcomes of a situation, with up to 3 compound events with 2 or 3 possibilities per category</u>		

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<u>(selecting the color of shirt, pant, type of shoes)</u>		
<u>7.DPS.2d4 Make a prediction regarding the probability of an event occurring; conduct simple probability experiments</u>	<p>Statistics and Probability</p> <p>7 SP Investigate chance processes and develop, use, and evaluate probability models.</p>	<p><u>7.SPC.6 Approximate the probability of a chance event by collecting data on the chance process that produce it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</u></p>
<u>7.DPS.2d5 Compare actual results of simple experiment with theoretical probabilities</u>	<p>Statistics and Probability</p> <p>7 SP Investigate chance processes and develop, use, and evaluate probability models.</p>	<p><u>7.SPC.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</u></p> <p>a) <u>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</u></p> <p>b) <u>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the</u></p>

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		<p><i>approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>
<p>Progress Indicator: M.DPS.2e designing and conducting multi-stage (compound) probability experiments (independent events) and comparing the results with theoretical probabilities</p>		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<p>7.DPS.2e1 Determine the theoretical probability of multistage probability experiments (2 coins, 2 dice)</p>	<p>Statistics and Probability</p> <p>7 SP Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p> <p>a) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A</p>

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		<i>blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>
<u>7.DPS.2e2 Collect data from multistage probability experiments (2 coins, 2 dice)</u>	<p><u>Statistics and Probability</u></p> <p><u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u></p>	<p><u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u></p> <p>a) <u>Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</u></p> <p>b) <u>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</u></p> <p>c) <u>Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</u></p>
<u>7.DPS.2e3 Compare actual results of multistage experiment with theoretical probabilities</u>	<p><u>Statistics and Probability</u></p> <p><u>7 SP Investigate chance processes and</u></p>	<u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u>

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	<u>develop, use, and evaluate probability models.</u>	<p>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p> <p>c) Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>
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Progress Indicator: M.DPS.2f distinguishing between association of two variables and cause and effect relationship between two variables

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
No CCCs developed for this PI		

Progress Indicator: M.GM.1e constructing or drawing geometric shapes from given conditions (e.g., draw triangles given three angle or side measures; change scale)

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard

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<u>7.GM.1e1 Construct or draw plane figures using properties</u>	<u>Geometry</u> <u>7.G Draw, construct, and describe geometrical figures and describe the relationships between them.</u>	<u>7.G.A.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</u>
Progress Indicator: M.GM.1h solving real-world area, surface area, and volume problems using different strategies (formulas and decomposing figures)		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.GM.1h1 Add the area of each face of a prism to find surface area of three-dimensional objects</u>	<u>Geometry</u> <u>7.G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</u>
<u>7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles</u>	<u>Geometry</u> <u>7.G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</u>
<u>7.GM.1h3 Find area of plane figures and surface area of solid figures (quadrilaterals)</u>	<u>Geometry</u> <u>7.G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</u>
<u>7.GM.1h4 Find area of an equilateral, isosceles, and scalene triangle</u>	<u>Geometry</u> <u>7.G Solve real-life and mathematical</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional</u>

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	problems involving angle measure, area, surface area, and volume.	objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
7.GM.1h5 Describe the two dimensional figures that result from a decomposed three dimensional figure.	Geometry 7 G Draw, construct, and describe geometrical figures and describe the relationships between them.	7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
Explanations and clarifications:		

Progress Indicator: M.ME.1d applying proportional reasoning to problems with ratios of length, area, and quantities measured in like or different units		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
7.ME.1d1 Solve problems that use proportional reasoning with ratios of length and area	Geometry 7 G Draw, construct, and describe geometrical figures and describe the relationships between them.	7.G.A.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Progress Indicator: M.ME.1e exploring what happens to 2 and 3-dimensional measurements (such as surface area, area, and volume) when the figure is changed in some way (e.g., scale drawings)		
No CCCs developed for this PI		

Progress Indicator: M.ME.2c selecting and applying appropriate standard units and tools to measure to an appropriate level of precision		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
7.ME.2c1 Solve one step real world measurement problems involving area, volume, or surface area of two- and three-dimensional objects	Geometry 7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right

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		prisms.
Progress Indicator: M.ME.2d using various strategies (decomposing complex shapes, using formulas) to measure volume (cones, cylinders, spheres) and area and circumference of circles		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
7.ME.2d1 Apply formula to measure area and circumference of circles	Geometry 7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
Progress Indicator: M.ME.2e solving simple problems involving scale factors, rates, and derived measures		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
7.ME.2e1 Solve one step real world problems related to scaling	Geometry 7 G Draw, construct, and describe geometrical figures and describe the relationships between them.	7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
7.ME.2e2 Solve one step problems involving unit rates associated with ratios of fractions	Ratios and Proportional Relationships 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i>

Progress Indicator: M.NO.1g representing and using integers; comparing and expressing absolute value and additive inverse relationships		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
7.NO.1g1 Identify the additive inverse of a number (e.g., -3 and +3)	The Number System	7.NS.A.1b, 7.NS.A.1c Apply and extend previous understandings of addition and

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	<p><u>7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></p>	<p>subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>b) Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>c) Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>
<p><u>7.NO.1g2 Identify the difference between two given numbers on a number line using absolute value</u></p>	<p><u>The Number System</u></p> <p><u>7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></p>	<p><u>7.NS.A.1c Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</u></p> <p>c) Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p>

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Progress Indicator: M.NO.1h recognizing and modeling fractions, decimals, and percents as different representations of rational numbers

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.NO.1h1 Identify an equivalent fraction, decimal and percent when given one of the three numbers</u>	Ratios and Proportional Relationships 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.3d Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Progress Indicator: M.NO.2f describing proportional relationships and solving related problems

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.NO.2f1 Identify the proportional relationship between two quantities</u>	Ratios and Proportional Relationships 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.A.2 Recognize and represent proportional relationships between quantities. a) Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of

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		<p>proportional relationships.</p> <p>c) Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>d) Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>
<p><u>7.NO.2f2 Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane</u></p>	<p><u>Ratios and Proportional Relationships</u></p> <p><u>7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></p>	<p><u>7.RP.A.2 Recognize and represent proportional relationships between quantities.</u></p> <p>a) Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>
<p><u>7.NO.2f3 Find unit rates given a ratio</u></p>	<p><u>Ratios and Proportional Relationships</u></p>	<p><u>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of</u></p>

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	<u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>lengths, areas and other quantities measured in like or different units</u>
<u>7.NO.2f4 Use a rate of change or proportional relationship to determine the points on a coordinate plane</u>	<p><u>The Number System</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers</u></p> <p><u>Ratios and Proportional Relationships</u></p> <p><u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></p>	<p><u>6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</u></p> <p><u>7.RP.A.2 Recognize and represent proportional relationships between quantities.</u></p> <p>d) <u>Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</u></p>
<u>7.NO.2f5 Use proportions to solve ratio problems</u>	<p><u>Ratios and Proportional Relationships</u></p> <p><u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></p>	<p><u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</u></p>
<u>7.NO2.f6 Solve word problems involving ratios</u>	<p><u>Ratios and Proportional Relationships</u></p> <p><u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u></p>	<p><u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease.</u></p>

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		decrease, percent error.
Progress Indicator: M.NO.2h using operations involving percents and percent increase/decrease		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
7.NO.2h1 Find percents in real world contexts	Ratios and Proportional Relationships 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	<u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.</u> <u>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</u>
7.NO.2h2 Solve one step percentage increase and decrease problems	Ratios and Proportional Relationships 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	<u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.</u> <u>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</u>
Progress Indicator: M.NO.2i using operations with rational numbers; representing rational numbers and approximations of irrational numbers on a number line		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
7.NO.2i1 Solve multiplication problems with positive/negative numbers	The Number System 7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	<u>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</u> <u>a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational</u>

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		<p><u>numbers by describing real-world contexts.</u></p> <p><u>b) Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</u></p> <p><u>c) Apply properties of operations as strategies to multiply and divide rational numbers.</u></p> <p><u>d) Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</u></p>
<p><u>7.NO.2i2 Solve division problems with positive/negative numbers</u></p>	<p><u>The Number System</u></p> <p><u>7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></p>	<p><u>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</u></p> <p><u>a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</u></p>

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		<p>b) Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c) Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d) Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>
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Explanations and clarifications: Not included: M.NO.2g using operations with complex fractions

Progress Indicator: M.NO.3c using stated assumptions, definitions, patterns, and previously established results in constructing mathematical arguments

<u>Core Content Connectors: 7-8</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁶</u>
<u>7-8.NO.3c1 Use the rules for mathematical operations to verify the results when more than one operation is required to solve a problem</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of</u>

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		<u>structure. Look for and express regularity in repeated reasoning.</u>	
<u>7-8.NO.3c2 Explain the selection of rule(s) to use to verify a response</u>	<u>7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c3 Analyze provided information (e.g., a graph) to describe the relationship between two quantities</u>	<u>7.RP Analyze proportional relationships and use them to solve real-world mathematical problems</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c4 Construct an argument using established data and any given pattern within that data</u>	<u>8.SP Investigate patterns of association in bivariate data</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>

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		<p><u>and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>express regularity in repeated reasoning.</u></p>
<u>7.8.NO.3c5 Explain each step to solve a problem (e.g., explain how to solve a multi-step equation)</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<p>Explanations and clarifications: It was decided to not address M.NO.3d making conjectures and building a logical progression of statements to explore the truth of conjectures due to the complex nature of the PI for this population of students.</p>			

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.PRF.1e1 Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units</u>	<u>Ratios and Proportional Relationships</u> <u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each</u>

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		<i>1/4 hour, compute the unit rate as the complex fraction $1/2 / 1/4$ miles per hour, equivalently 2 miles per hour.</i>
<u>7.PRF.1e2 Represent proportional relationships on a line graph</u>	<p><u>Ratios and Proportional Relationships</u></p> <p><u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></p>	<p><u>7.RP.A.2 Recognize and represent proportional relationships between quantities.</u></p> <p><u>b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</u></p>

Progress Indicator: M.PRF.1f identifying essential quantitative relationship(s) in a situation and using symbolic expressions to represent it and draw reasonable conclusions from it

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.PRF.1f1 Use proportional relationships to solve multistep percent problems in real world situations</u>	<p><u>Ratios and Proportional Relationships</u></p> <p><u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></p>	<p><u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.</u></p> <p><i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>

Progress Indicator: M.PRF.1g modeling, solving, and explaining contextualized problems using various representations such as graphs, tables, functions, and equations

Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.PRF.1g1 Solve real world multi step problems using whole numbers</u>	<p><u>Expressions and Equations</u></p> <p><u>7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u></p>	<p><u>7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness</u></p>

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		<p>of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p>
<p>7.PRF.1g2 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</p>	<p>Expressions and Equations 7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>	<p>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.</p> <p>a) Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b) Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of</p>

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		<p><i>the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>
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Progress Indicator: M.PRF.2a representing, analyzing, extending, and generalizing a variety of patterns using tables, graphs, words, and symbolic rules		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.PRF.2a5 Use variables to represent two quantities in a real-world problem that change in relationship to one another</u>	<u>Expressions and Equations</u> <u>6 EE Represent and analyze quantitative relationships between dependent and independent variables.</u>	<u>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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</u>

Progress Indicator: M.PRF.2d solving linear equations and formulating and explaining reasoning about expressions and equations		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.PRF.2d1 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific</u>	<u>Expressions and Equations</u> <u>7 EE Solve real-life and mathematical problems, and construct simple equations</u>	<u>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations</u>

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rational numbers	<p><u>problems using numerical and algebraic expressions and equations.</u></p> <p><u>and inequalities to solve problems by reasoning about the quantities.</u></p> <p><u>b) Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</u></p>
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Progress Indicator: M.SE.1f writing and interpreting mathematical expressions, equations, and inequalities that correspond to given situations		
Core Content Connectors: 7	CCRA Domain/Cluster	Idaho Content Standard
<u>7.SE.1f1 Set up equations with 1 variable based on real world problems</u>	<u>Expressions and Equations</u> <u>7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u>	<u>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.</u>
<u>7.SE.1f2 Solve equations with 1 variable based on real world problems</u>	<u>Expressions and Equations</u> <u>7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u>	<u>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.</u>
<u>7.SE.1f3 Add and subtract linear expressions.</u>	<u>Expressions and Equations</u> <u>7 EE Use properties of operations to</u>	<u>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</u>

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	generate equivalent expressions	
7.SE.1f4 Factor and expand linear expressions.	Expressions and Equations 7 EE Use properties of operations to generate equivalent expressions	7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
Explanations and clarifications:		

Mathematics | Grade 8 | Overview

The Number System (NS)
<ul style="list-style-type: none">• Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations (EE)
<ul style="list-style-type: none">• Work with radicals and integer exponents.• Understand the connections between proportional relationships, lines, and linear equations.• Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions (F)
<ul style="list-style-type: none">• Define, evaluate, and compare functions.• Use functions to model relationships between quantities.
Geometry (G)
<ul style="list-style-type: none">• Understand congruence and similarity using physical models, transparencies, or geometry software.• Understand and apply the Pythagorean Theorem.• Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Statistics and Probability (SP)
<ul style="list-style-type: none">• Investigate patterns of association in bivariate data.

Progress Indicator: M.DPS.1f formulating questions about groups larger than classroom groups, comparing different populations or samples, and involving two variables		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.DPS.1f1 Formulate a research question to study		No CCRA linked
8.DPS.1f2 Identify two variables to study in a given a research question		No CCRA linked
8.DPS.1f3 Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association	Statistics and Probability 8 SP Investigate patterns of association in bivariate data.	8.SP.A.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way

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<u>between the two variables</u>		table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>
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Progress Indicator: M.DPS.1g displaying and interpreting univariate data using dot plots, histograms, and circle graphs

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.DPS.1g2 Graph data using line graphs, histograms, or box plots</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and non linear association.</u>

Progress Indicator: M.DPS.1h displaying data in scatter plots and investigating the association between the variables

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.DPS.1h1 Graph bivariate data using scatter plots and identify possible associations between the variables</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and non linear association.</u>

Progress Indicator: M.DPS.1i using box plots, interquartile range, mean absolute deviation, range, and the concept of outliers

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<u>to characterize the distribution (variability) of univariate data</u>		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.DPS.1i3 Using box plots and scatter plots, identify data points that appear to be outliers</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and non linear association.</u>
<u>8.DPS.1i4 Identify outliers, range, mean, median, and mode</u>	<u>Statistics and Probability</u> <u>6 SP Summarize and describe distributions.</u>	<u>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:</u> <u>c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</u>
<u>Progress Indicator: M.DPS.1j comparing two unequal distributions of data using number of data points, measures of central tendency, shape, and variability (numerical data), and two-way tables (categorical variables)</u>		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.DPS.1j2 Make or select an appropriate statement based upon two unequal data sets using measure of central tendency and shape</u>	<u>Statistics and Probability</u> <u>7 SP Draw informal comparative inferences about two populations.</u>	<u>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about the two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade</i></u>

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		<i>science book.</i>
Progress Indicator: M.DPS.1k supporting claims about the results of investigations (e.g., coordinating among the measures of central tendency and variability)		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data</u>	<p><u>Statistics and Probability</u></p> <p><u>8 SP Investigate patterns of association in bivariate data.</u></p>	<p><u>8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</u></p>

Progress Indicator: M.DPS.2e designing and conducting multi-stage (compound) probability experiments (independent events) and comparing the results with theoretical probabilities		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.DPS.2e4 Determine the theoretical probability of multistage probability experiments (2 coins, 2 dice)</u>	<p><u>Statistics and Probability</u></p> <p><u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u></p>	<p><u>7.SPC.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u></p> <p><u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the</u></p>

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		<p><u>sample space for which the compound event occurs.</u></p> <p><u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</u></p> <p><u>c) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</u></p>
<p><u>8.DPS.2e5 Collect data from multistage probability experiments (2 coins, 2 dice)</u></p>	<p><u>Statistics and Probability</u></p> <p><u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u></p>	<p><u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u></p> <p><u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</u></p> <p><u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g.,</u></p>

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		<p>"rolling double sixes"), identify the outcomes in the sample space which compose the event.</p> <p>c) Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>
<p>8.DPS.2e6 Compare actual results of multistage experiment with theoretical probabilities</p>	<p>Statistics and Probability</p> <p>7 SP Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. <i>For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</i></p> <p>c) Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation</i></p>

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		<i>tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>
Progress Indicator: M.DPS.2g using simple lines to model association between two numerical variables in a bivariate data set		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.DPS.2g1 Distinguish between a linear and non-linear association when analyzing bivariate data on a scatter plot	Statistics and Probability 8 SP Investigate patterns of association in bivariate data.	8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
8.DPS.2g2 Interpret the slope and the y-intercept of a line in the context of a problem	Statistics and Probability 8 SP Investigate patterns of association in bivariate data.	8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>

Progress Indicator: M.GM.1f recognizing and demonstrating rotations, reflections, and translations using multiple contexts (e.g., using coordinates, models, drawings, technology)		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.GM.1f1 Recognize a rotation, reflection, or translation of a figure	Geometry 8 G Understand congruence and similarity using physical models, transparencies, or	8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations:

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	<u>geometry software.</u>	<u>a) Lines are taken to lines, and line segments to line segments of the same length.</u> <u>b) Angles are taken to angles of the same measure.</u> <u>c) Parallel lines are taken to parallel lines.</u>
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<u>8.GM.1f2 Identify a rotation, reflection, or translation of a plane figure when given coordinates</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u>	<u>8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</u>
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Progress Indicator: M.GM.1g demonstrating congruence and similarity using a variety of two-dimensional figures

<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.GM.1g1 Recognize congruent and similar figures</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u>	<u>8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</u>

Progress Indicator: M.GM.1i exploring and explaining angle relationships (e.g., pairs of parallel lines cut by a transversal, including perpendicular lines)

<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.GM.1i1 Identify supplementary angles</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u>

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<u>8.GM.1i2 Identify complimentary angles</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u>
<u>8.GM.1i3 Identify adjacent angles</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u>
<u>8.GM.1i4 Use angle relationships to find the value of a missing angle</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u>	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u> <u>8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle for triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</u>
Progress Indicator: M.GM.1j applying the Pythagorean Theorem		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.GM.1j1 Find the hypotenuse of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>

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<u>8.GM.1j2 Find the missing side lengths of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>
<u>Explanations and clarifications:</u>		

<u>Progress Indicator: M.ME.1d applying proportional reasoning to problems with ratios of length, area, and quantities measured in like or different units</u>		
No CCCs developed for this PI		
<u>Progress Indicator: M.ME.1e exploring what happens to 2 and 3-dimensional measurements (such as surface area, area, and volume) when the figure is changed in some way (e.g., scale drawings)</u>		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings)</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u>	<u>8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</u>
<u>8.ME.1e1 Compare area and volume of similar figures</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u>	<u>8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</u>

<u>Progress Indicator: M.ME.2d using various strategies (decomposing complex shapes, using formulas) to measure volume</u>

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(cones, cylinders, spheres) and area and circumference of circles

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders)</u>	<u>Geometry</u> 8 G Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	<u>8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</u>

Progress Indicator: M.ME.2f applying the Pythagorean Theorem to determine lengths/distances in real-world situations

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.ME.2f1 Apply the Pythagorean Theorem to determine lengths/distances in real-world situations</u>	<u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>

Progress Indicator: M.NO.1i using exponents and scientific notation to express very large or very small quantities

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.NO.1i1 Convert a number expressed in scientific notation up to 10,000</u>	<u>Expressions and Equations</u> 8 EE Work with radicals and integer exponents.	<u>8.EE.A.3 Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10⁸ and the population of the world as 7 times 10⁹, and determine that the world population is more than 20 times larger.</u>

Progress Indicator: M.NO.1j Making interpretations and comparisons of scientific notation produced by technology or appearing in various media

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Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.NO.1j1 Perform operations with numbers expressed in scientific notation.</u>	<u>Expressions and Equations</u> <u>8 EE Work with radicals and integer exponents.</u>	<u>8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</u>

Progress Indicator: M.NO.1k distinguishing rational numbers (terminating and repeating) from irrational numbers (non-terminating and non-repeating), and recognizing that together they form the real number system and that both can be represented on the number line

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.NO.1k1 Identify π as an irrational number</u>	<u>The Number System</u> <u>8 NS Know that there are numbers that are not rational, and approximate them by rational numbers.</u>	<u>8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</u>
<u>8.NO.1k2 Round irrational numbers to the hundredths place</u>	<u>The Number System</u> <u>8 NS Know that there are numbers that are not rational, and approximate them by rational numbers.</u>	<u>8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</u>
<u>8.NO.1k3 Use approximations of irrational numbers to locate them on a</u>	<u>The Number System</u>	<u>8.NS.A.2 Use rational approximations of irrational numbers to compare the size of</u>

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<u>number line</u>	8 NS Know that there are numbers that are not rational, and approximate them by rational numbers.	irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
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Progress Indicator: M.NO.2i using operations with rational numbers; representing rational numbers and approximations of irrational numbers on a number line		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
<u>8.NO.2i3 Solve one step addition, subtraction, multiplication, division problems with fractions, decimals, and positive/negative numbers</u>	<u>The Number System</u> 7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	<u>7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</u> <u>d) Apply properties of operations as strategies to add and subtract rational numbers.</u> <u>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</u>
<u>8.NO.2i4 Solve two step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers</u>	<u>The Number System</u> 7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	<u>7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</u> <u>d) Apply properties of operations as</u>

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		<u>strategies to add and subtract rational numbers.</u> <u>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</u>
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Progress Indicator: M.NO.3c using stated assumptions, definitions, patterns, and previously established results in constructing mathematical arguments			
Core Content Connectors: 7-8	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice⁶	
<u>7-8.NO.3c1 Use the rules for mathematical operations to verify the results when more than one operation is required to solve a problem</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>7-8.NO.3c2 Explain the selection of rule(s) to use to verify a response</u>	<u>7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide</u>	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated</u>	

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	<u>rational numbers</u>	<u>arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>reasoning.</u>
<u>7-8.NO.3c3 Analyze provided information (e.g., a graph) to describe the relationship between two quantities</u>	<u>7.RP Analyze proportional relationships and use them to solve real-world mathematical problems</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c4 Construct an argument using established</u>	<u>8.SP Investigate patterns of association in bivariate data</u>	<u>Make sense of problems & persevere in solving them.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and</u>

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<u>data and any given pattern within that data</u>		<u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c5 Explain each step to solve a problem (e.g., explain how to solve a multi-step equation)</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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Explanations and clarifications: It was decided to not address **M.NO.3d making conjectures and building a logical progression of statements to explore the truth of conjectures** due to the complex nature of the PI for this population of students.

Progress Indicator: M.PRF.1e representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.PRF.1e2 Represent proportional relationships on a line graph	Expressions and Equations 8 EE Understand the connections between proportional relationships, lines, and linear equations.	8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>

Progress Indicator: M.PRF.1f identifying essential quantitative relationships in a situation and using symbolic expressions to represent it and draw reasonable conclusions from it

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.PRF.1f 2 Describe or select the relationship between the two quantities given a line graph of a situation	Functions 8 F Use functions to model relationships between quantities.	8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Progress Indicator: M.PRF.1g modeling, solving, and explaining contextualized problems using various representations such as graphs, tables, functions, and equations

Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.PRF.1g3 Solve linear equations with 1 variable	Expressions and Equations 8 EE Analyze and solve linear equations	8.EE.C.7 Solve linear equations in one variable.

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	<p><u>and pairs of simultaneous linear equations.</u></p>	<p>a) Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different).</p> <p>b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>
<p><u>8.PRF.1g4Solve systems of two linear equations in two variables and graph the results.</u></p>	<p><u>Expressions and Equations</u></p> <p><u>8 EE Analyze and solve linear equations and pairs of simultaneous linear equations.</u></p>	<p><u>8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.</u></p> <p>a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p>

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		<p>c) Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p>
<p>8.PRG.1g5 Solve real world and mathematical problems leading to two linear equations in two variables.</p>	<p>Expressions and Equations</p> <p>8 EE Analyze and solve linear equations and pairs of simultaneous linear equations.</p>	<p>8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.</p> <p>a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p> <p>c) Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p>

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Progress Indicator: M.PRF.2c relating and comparing different forms of representation and identifying functions as linear or nonlinear		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.PRF.2c1 Given two graphs, describe the function as linear and not linear	<p>Functions</p> <p>8 F Define, evaluate, and compare functions.</p> <p>8 F Use functions to model relationships between quantities.</p>	<p>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. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1, 1)$, $(2, 4)$ and $(3, 9)$, which are not on a straight line.</p> <p>8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>
Progress Indicator: M.PRF.2e using functions to describe quantitative relationships		
Core Content Connectors: 8	CCRA Domain/Cluster	Idaho Content Standard
8.PRF.2e1 Distinguish between functions and non-functions, using equations, graphs or tables		No CCRA linked
8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs	<p>Functions</p> <p>8 F Use functions to model relationships between quantities.</p>	<p>8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from</p>

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		a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
8.PRF.2e3 Given a verbal description of a situation, create or identify a graph to model the situation	Functions 8 F Use functions to model relationships between quantities.	8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
8.PRF.2e4 Given a graph of a situation, generate a description of the situation	Functions 8 F Use functions to model relationships between quantities.	8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
8.PRF.2e5 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	Functions 8 F Define, evaluate, and compare functions.	8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

Progress Indicator: M.SE.1f writing and interpreting mathematical expressions, equations, and inequalities that correspond to given situations

Core Content Connectors: 8

CCRA Domain/Cluster

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8.SE.1f5 Use properties of integer exponents to produce equivalent expressions

Expressions and Equations

8 EE Work with radicals and integer exponents

8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.

Explanations and clarifications:

Mathematics | Grade High School | Overview

Interpreting Functions (IF)

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

Building Functions (BF)

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models (LE)

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Trigonometric Functions (TF)

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

Congruence (CO)

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry (SRT)

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles (C)

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations (GPE)

- Translate between the geometric description and the equation for a conic section

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- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension (GMD)

- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects

Modeling with Geometry (MD)

- Apply geometric concepts in modeling situations

The Real Number System (RN)

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities (Q)

- Reason quantitatively and use units to solve problems.

The Complex Number System (CN)

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations.

Vector and Matrix Quantities (VM)

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Seeing Structure in Expressions (SSE)

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions (APR)

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations (CED)

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities (REI)

- Understand solving equations as a process of reasoning and explain the reasoning

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- | |
|---|
| <ul style="list-style-type: none">• <u>Solve equations and inequalities in one variable</u>• <u>Solve systems of equations</u>• <u>Represent and solve equations and inequalities graphically</u> |
|---|

Interpreting Categorical and Quantitative Data (ID)

- | |
|--|
| <ul style="list-style-type: none">• <u>Summarize, represent, and interpret data on a single count or measurement variable</u>• <u>Summarize, represent, and interpret data on two categorical and quantitative variables</u>• <u>Interpret linear models</u> |
|--|

Making Inferences and Justifying Conclusions (IC)

- | |
|--|
| <ul style="list-style-type: none">• <u>Understand and evaluate random processes underlying statistical experiments</u>• <u>Make inferences and justify conclusions from sample surveys, experiments and observational studies</u> |
|--|

Conditional Probability and the Rules of Probability (CP)

- | |
|--|
| <ul style="list-style-type: none">• <u>Understand independence and conditional probability and use them to interpret data</u>• <u>Use the rules of probability to compute probabilities of compound events in a uniform probability model</u> |
|--|

Using Probability to Make Decisions (MD)

- | |
|--|
| <ul style="list-style-type: none">• <u>Calculate expected values and use them to solve problems</u>• <u>Use probability to evaluate outcomes of decisions</u> |
|--|

Progress Indicator: H.DPS.1a designing and conducting different kinds of studies using categorical and numerical data, explain results, and use data to estimate a population mean or proportion: a. observational studies (e.g., traffic patterns at an intersection near the school); b. sample surveys (a survey of student nutritional habits); c. simple comparative experiments (e.g., comparisons of water and fertilizer treatments in a plant growth experiment)

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.1a1 Design study using categorical and continuous data, including creating a question, identifying a sample, and making a plan for data collection</u>	<u>Interpreting Categorical and Quantitative Data</u> <u>S ID Summarize, represent and interpret data on two categorical and quantitative variables.</u>	<u>HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.</u>

Progress Indicator: H.DPS.1b representing data with plots on the real number line (dot plots, histograms, box plots)

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Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.DPS.1b1 Complete a graph given the data, using dot plots, histograms, or box plots</u>	<u>Interpreting Categorical and Quantitative Data</u> S ID Summarize, represent, and interpret data on a single count or measurement variable.	<u>HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</u>
Progress Indicator: H.DPS.1c analyzing and summarizing the data resulting from studies using statistical measures appropriate to shape of the data (median, mean) and spread (interquartile range, standard deviation), and using data to support inferences (population parameters, sample size) or explain possible outliers		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.DPS.1c1 Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set</u>	<u>Interpreting Categorical and Quantitative Data</u> S ID Summarize, represent, and interpret data on a single count or measurement variable. S ID Summarize, represent and interpret data on two categorical and quantitative variables.	<u>HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets.</u> <u>HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</u> <u>HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.</u>
<u>H.DPS.1c2 Compare means, median, and range of 2 sets of data</u>	<u>Interpreting Categorical and Quantitative Data</u>	<u>HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread</u>

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	S ID Summarize, represent and interpret data on two categorical and quantitative variables.	(interquartile range, standard deviation) of two or more different data sets.
H.DPS.1c3 Determine what inferences can be made from statistics	Making Inferences and Justifying Conclusions S IC Understand and evaluate random processes underlying statistical experiments.	HSS.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
Progress Indicator: H.DPS.1d representing and interpreting data (graphs, scatter plots) to explain how variables are related, or to fit a function to the data		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
H.DPS.1d1 Represent data on a scatter plot to describe and predict	Interpreting Categorical and Quantitative Data S ID Summarize, represent and interpret data on two categorical and quantitative variables.	HSS.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
H.DPS.1d2 Select an appropriate statement that describes the relationship between variables	Interpreting Categorical and Quantitative Data S ID Summarize, represent and interpret data on two categorical and quantitative variables.	HSS.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
H.DPS.1d3 Make or select an appropriate statement(s) about findings	Making Inferences and Justifying Conclusions S IC Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	HSS.ID.B.6 Evaluate reports based on data.
H.DPS.1d4 Apply the results of the data to a real world situation	Making Inferences and Justifying Conclusions S IC Make inferences and justify conclusions	HSS.ID.B.6 Evaluate reports based on data.

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	<u>from sample surveys, experiments, and observational studies.</u>	
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Progress Indicator: H.DSP.2b exploring (framing effects) the degree to which we rate something as "good" or "bad"/"desirable" or "undesirable" when numerical information is presented positively (75% lean) or negatively (25% fat)		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.DPS.2b1 Identify and describe the degree to which something is rated "good" or "bad"/desirable or undesirable based on numerical information</u>	<u>Using Probability to Make Decisions</u> <u>S MD Use probability to evaluate outcomes of decisions.</u>	<u>HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</u>
Progress Indicator: H.DSP.2c designing and conducting multi-stage (compound) probability experiments (independent events) and comparing the results with theoretical probabilities		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.DPS.2c1 Determine the theoretical probability of multistage probability experiments</u>	<u>Using Probability to Make Decisions</u> <u>S MD Calculate expected values and use them to solve problems.</u>	<u>HSS.MD.A.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</u>
<u>H.DPS.2c2 Collect data from multistage probability experiments</u>	<u>Using Probability to Make Decisions</u> <u>S MD Calculate expected values and use them to solve problems.</u>	<u>HSS.MD.A.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by</u>

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		<i>guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i>
H.DPS.2c3 Compare actual results of multistage experiment with theoretical probabilities	Using Probability to Make Decisions <u>S MD Calculate expected values and use them to solve problems.</u>	HSS.MD.A.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

Progress Indicator: H.DSP.2d constructing and interpreting two-way frequency tables when two categories are associated with each object being classified

Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
H.DPS.2d1 Select or make an appropriate statement based on a two-way frequency table	Conditional Probability and the Rules of Probability <u>S CP Understand independence and conditional probability and use them to interpret data.</u>	HSS.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other

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		<i>subjects and compare the results.</i>
Progress Indicator: H.DSP.2e researching and finding real-world examples and explaining the concept of conditional probability (e.g., compare the chances of having lung cancer if you are a smoker with the chances of being a smoker if you have lung cancer)		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.DPS.2e1 Select or make an appropriate statement based on real world examples of conditional probability</u>	<u>Conditional Probability and the Rules of Probability</u> <u>S CP Understand independence and conditional probability and use them to interpret data.</u>	<u>HSS.CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</u>

Progress Indicator: H.GM.1a applying the Pythagorean Theorem		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.GM.1a1 Find the hypotenuse of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>
<u>H.GM.1a2 Find the missing side lengths of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>
<u>H.GM.1a3 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</u>
Progress Indicator: H.GM.1b using congruence and similarity relationships to solve problems, including triangle congruence relationships		

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Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.GM.1b1 Use definitions to demonstrate congruency and similarity in figures</u>	<u>Congruence</u> <u>G CO Understand congruence in terms of rigid motions.</u> <u>Similarity, Right Triangles, and Trigonometry</u> <u>G.SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</u> <u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</u>
Progress Indicator: H.GM.1c applying understanding of rotations, reflections, and translations to construct figures (e.g., using coordinates, models, drawings, transparencies, dynamic geometry software)		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.GM.1c1 Construct, draw or recognize a figure after its rotation, reflection, or translation</u>	<u>Congruence</u> <u>G CO Experiment with transformations in the plane.</u>	<u>HSG.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformation that will carry a given figure onto another.</u> <u>HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry onto itself.</u>
Progress Indicator: H.GM.1d applying scale factors in solving multiple similarity problems, including transformations in the coordinate plane and similarity relationships with right triangles		

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Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.GM.1d1 Use the reflections, rotations, or translations in the coordinate plane to solve problems with right angles</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u> <u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations</u> <u>a) Lines are taken to lines, and line segments to line segments of the same length.</u> <u>b) Angles are taken to angles of the same measure.</u> <u>c) Parallel lines are taken to parallel lines.</u> <u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformation the meaning of similarity for triangles and the equality of all corresponding pairs and angles and the proportionality of all corresponding pairs of sides.</u>

Progress Indicator: H.GM.1e making various geometric constructions, including use of dynamic geometry software, and creating informal proofs of relationships (lines and angles, circles, polygons)

Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.GM.1e1 Make formal geometric constructions with a variety of tools and methods</u>	<u>Congruence</u> <u>G CO Make Geometric constructions.</u>	<u>HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straight edge, string, reflective devices, paper folding dynamic geometric software, etc.) Copying a segment; copying an angle; bisecting a</u>

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		<u>segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</u>
Explanations and clarifications: High school standards not addressed; will be in a separate document		

Progress Indicator: H.ME.1a making decisions about units and scales that are appropriate for problem-solving situations within or across mathematics disciplines or real world contexts		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.ME.1a1 Determine the necessary unit(s) to use to solve real world problems</u>	<u>Quantities</u> <u>N Q Reason quantitatively and use units to solve problems.</u>	<u>HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</u>
<u>H.ME.1a2 Solve real world problems involving units of measurement</u>	<u>Quantities</u> <u>N Q Reason quantitatively and use units to solve problems.</u>	<u>HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</u>

Progress Indicator: H.ME.1b investigating the results when linear dimensions of objects change by some factor (e.g., area and volume change disproportionately: area in proportion to the square of the factor and volume in proportion to its cube)		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.ME.1b1 Describe the relationship between the attributes of a figure and the changes in the area or volume when 1 attribute is changed</u>	<u>Expressing Geometric Properties with Equations</u> <u>G MG Explain volume formulas and use them to solve problems.</u>	<u>HSG.MG.A.1 Use geometric shapes and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</u>

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<u>H.ME.1b2 Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute</u>	<u>Reasoning with Equations and Inequalities</u> <u>A REI Solve equations and inequalities in one variable.</u>	<u>HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</u>
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Progress Indicator: H.ME.2a analyzing levels of precision, accuracy, and approximate error in measurement situations		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.ME.2a1 Describe the accuracy of measurement when reporting quantity (you can lessen your limitations by measuring precisely)</u>	<u>Quantities</u> <u>N Q Reason quantitatively and use units to solve problems.</u>	<u>HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</u>
Progress Indicator: H.ME.2b using techniques of measurement, estimating, or calculating to compare or analyze two- and three-dimensional figures and their parts		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.ME.2b1 Determine the dimensions of a figure after dilation</u>	<u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:</u> a) <u>A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</u> b) <u>The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</u>

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<u>H.ME.2b2 Determine if 2 figures are similar</u>	<u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</u>
<u>H.ME.2b3 Describe or select why two figures are or are not similar</u>	<u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</u>
<u>H.ME.2b4 Apply the formula to the area of a sector (e.g., area of a slice of pie)</u>	<u>Circles</u> <u>G C Find arc lengths and areas of sectors of circles.</u>	<u>HSG.C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</u>
<u>H.ME.2b5 Apply the formula of geometric figures to solve design problems (e.g., designing an object or structure to satisfy physical restraints or minimize cost)</u>	<u>Modeling with Geometry</u> <u>G MG Apply geometric concepts in modeling situations.</u>	<u>HSG.MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</u>

Progress Indicator: H.NO.1a using exponents and scientific notation to represent quantities and expressions

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Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.NO.1a1 Represent quantities and expressions that use exponents</u>	<u>The Real Number System</u> <u>N RN Extend the properties of exponents to rational exponents.</u> <u>Algebra Overview</u> <u>A SSE Write expressions in equivalent forms to solve problems.</u>	<u>HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</u> <u>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.</u> <u>c) Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</u>
<u>H.NO.1a2 Explain the influence of an exponent on the location of a decimal point in a given number</u>	<u>The Real Number System</u> <u>N RN Extend the properties of exponents to rational exponents.</u>	<u>HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</u>
<u>H.NO.1a3 Convert a number expressed in scientific notation</u>	<u>The Real Number System</u> <u>N RN Extend the properties of exponents to rational exponents.</u>	<u>HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</u>

Progress Indicator: H.NO.2a using operations with rational numbers; representing rational numbers and approximations of irrational numbers on a number line		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.NO.2a1 Solve simple equations using rational numbers with one or more</u>	<u>Reasoning with Equations and Inequalities</u>	<u>HSA.REI.A.2 Solve simple rational and radical equations in one variable, and give</u>

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<u>variables</u>	<u>A REI Understand solving equations as a process of reasoning and explain the reasoning.</u>	<u>examples showing how extraneous solutions may arise.</u>
<u>H.NO.2a2 Understand the definition of a polynomial.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Perform arithmetic operations on polynomials</u>	<u>HSA.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</u>
<u>H.NO.2a3 Understand the concepts of combining like terms and closure.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Perform arithmetic operations on polynomials</u>	<u>HSA.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</u>
<u>H.NO.2a4 Add, subtract, and multiply polynomials and understand how closure applies under these operations.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Perform arithmetic operations on polynomials</u>	<u>HSA.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</u>
<u>H.NO.2.a5 Understand and apply the Remainder Theorem.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Understand the relationship between zeros and factors of polynomials</u>	<u>HSA.APR.B.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</u>
<u>H.NO.2a6 Find the zeros of a polynomial when the polynomial is factored.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Understand the relationship between zeros and factors of polynomials</u>	<u>HSA.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</u>

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Progress Indicator: H.NO.2b operating with irrational and complex numbers

Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.NO.2b1 Explain the pattern for the sum or product for combinations of rational and irrational numbers</u>	<u>The Real Number System</u> N RN Use properties of rational irrational numbers.	<u>HSN.RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a non-zero rational number and an irrational number is irrational.</u>

Progress Indicator: H.NO.2c identifying exponential situations and applying the laws and properties of exponents in simplifying expressions and solving equations

Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.NO.2c1 Simplify expressions that include exponents</u>	<u>Seeing Structure in Expressions</u> A SSE Interpret the structures of expressions.	<u>HSA.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</u>
<u>H.NO.2c2 Rewrite expressions that include rational exponents</u>	<u>The Real Number System</u> N RN Extend the properties of exponents to rational exponents. <u>Seeing Structure in Expressions</u> A SSE Interpret the structures of expressions.	<u>HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</u> <u>HSA.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</u>

Explanations and clarifications: Not included: H.PRF.1d recognizing that there limitations in mathematics models A.CE-3 S.IC-2

Progress Indicator: H.NO.3a comparing the effectiveness of two plausible arguments, distinguishing correct logic or reasoning

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from that which is flawed, and if there is a flaw in an argument, explaining it			
Core Content Connectors: 9-12	Potential cluster for demonstration	Common Core: Standards for Mathematical Practice⁷	
H.NO.3a1 Verify data displays are interpreted accurately within a response	S.ID Summarize, represent and interpret data on a single count or measurement variable	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
H.NO.3a2 Rewrite mathematical statements (e.g., an expression) in multiple forms	A.SSE Write expressions in equivalent forms to solve problems	<u>Make sense of problems & persevere in solving them.</u> <u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<u>strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>H.NO.3a3 Identify an appropriate argument based upon provided data</u>	<u>S.IC Make inferences and justify conclusions from sample surveys, experiments, and observational studies</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>H.NO.3a4 Compare the steps using different strategies to solve a problem (compare two strategies to decide best way to solve problem)</u>	<u>A.REI Understand solving equations as process of reasoning and explain the reasoning</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

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		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
H.NO.3a5 Evaluate provided arguments or logic based upon provided data	S.IC Understand and evaluate random processes underlying statistical experiments	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

Progress Indicator: H.PRF.1a approximating, calculating, and interpreting rates of change using graphical and numerical data		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
H.PRF.1a1 Interpret the rate of change using graphical representations	Interpreting Categorical and Quantitative Data S ID Interpret linear models.	<u>HSS-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of data.</u>

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Progress Indicator: H.PRF.1b exploring how the rate of change of something depends on how much there is of something else (as the rate of change of speed is proportional to the amount of force acting)

Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.PRF.1b1 In a linear situation using graphs or numbers, predicts the change in rate based on a given change in one variable (e.g., If I have been adding sugar at a rate of 1T per cup of water. What happens to my rate if I switch to 2T of sugar for every cup of water?)</u>	<u>Linear, Quadratic, and Exponential Models</u> <u>F LE Construct and compare linear, quadratic, and exponential models and solve problems.</u>	<u>HSF-LE.A.1b Distinguish between situations that can be modeled with linear functions and with exponential functions.</u> <u>b) Recognize situations in which one quantity changes at a constant rate per unit interval relative to one another.</u>

Progress Indicator: H.PRF.1c creating mathematical models, using rules and relationships to describe and predict objects and events in the real world

Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.PRF.1c1 Select the appropriate graphical representation of a linear model based on real world events</u>		<u>HSF-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</u>

Progress Indicator: H.PRF.2a interpreting and rewriting a variety of expressions or functions to solve problems

Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.PRF.2a1 Translate an algebraic expression into a word problem</u>	<u>Seeing Structure in Expressions</u> <u>A SSE Interpret the structure of expressions.</u>	<u>HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</u> <u>a) Interpret parts of an expression, such as terms, factors, and coefficients.</u> <u>b) Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)n$ as the product of P and a factor not depending on P.</u>

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<u>H.PRF.2a2 Factor a quadratic expression.</u>	<u>Seeing Structure in Expressions</u> <u>Write expressions in equivalent forms to solve problems</u>	<u>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.*</u> <u>a) Factor a quadratic expression to reveal the zeros of the function it defines.</u>
<u>H.PRF.2a3 Given a quadratic expression, explain the meaning of the zeros graphically. That is for an expression $(x - a)(x - c)$, a and c correspond to the x-intercepts (if a and c are real).</u>	<u>Seeing Structure in Expressions</u> <u>Write expressions in equivalent forms to solve problems</u>	<u>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.*</u> <u>a) Factor a quadratic expression to reveal the zeros of the function it defines.</u>
<u>H.PRF.2a4 Use the formula to solve real world problems such as calculating the height of a tree after n years given the initial height of the tree and the rate the tree grows each year.</u>	<u>Seeing Structure in Expressions</u> <u>Write expressions in equivalent forms to solve problems</u>	<u>HSA.SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i> *</u>
<u>H.PRF.2a5 Rewrite rational expressions, $a(x)/b(x)$, in the form $q(x) + r(x)/b(x)$ by using factoring, long division, or synthetic division.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Rewrite rational expressions</u>	<u>HSA.APR.D.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</u>
<u>H.PRF.2a6 Write and use a system of equations and/or inequalities to solve a real world problem.</u>	<u>Creating Equations</u> <u>Create equations that describe numbers or relationships</u>	<u>HSA.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent</i></u>

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		<i>inequalities describing nutritional and cost constraints on combinations of different foods.</i>
Progress Indicator: H.PRF.2b creating equations and inequalities (in one or two variables) and use them to solve problems and graph solutions		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
H.PRF.2b1 Translate a real-world problem into a one variable equation	<u>Creating Equations</u> <u>A CED Create equations that describe numbers or relationships.</u>	<u>HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></u>
H.PRF.2b2 Solve equations with one or two variables using equations or graphs	<u>Reasoning with Equations and Inequalities</u> <u>A REI Understand solving equations as a process of reasoning and explain the reasoning.</u> <u>A REI Solve equations and inequalities in one variable.</u> <u>Creating Equations</u> <u>A CED Create equations that describe numbers and relationships.</u>	<u>HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</u> <u>HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</u> <u>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.</u>
H.PRF.2b3 Transform a quadratic equation written in standard form to an equation in vertex form $(x - p)^2 = q$ by completing the square.	<u>Reasoning with Equations and Inequalities</u> <u>A REI Solve equations and inequalities in</u>	<u>HSA.REI.B.4 Solve quadratic equations in one variable.</u> <u>a) Use the method of completing the square</u>

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	<u>one variable.</u>	<u>to transform a quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</u>
<u>H.PRF.2b4 Derive the quadratic formula by completing the square on the standard form of a quadratic equation.</u>	<u>Reasoning with Equations and Inequalities</u> <u>A REI Solve equations and inequalities in one variable.</u>	<u>HSA.REI.B.4 Solve quadratic equations in one variable.</u> <u>a) Use the method of completing the square to transform a quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</u>
<u>H.PRF.2b5 Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.</u>	<u>Reasoning with Equations and Inequalities</u> <u>A REI Solve equations and inequalities in one variable.</u>	<u>HSA.REI.B.4 Solve quadratic equations in one variable.</u> <u>b) Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</u>
<u>H.PRF.2b6 Solve systems of equations using the elimination method (sometimes called linear combinations).</u>	<u>Reasoning with Equations and Inequalities</u> <u>Solve systems of equations</u>	<u>HSA.REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</u>
<u>H.PRF.2b7 Solve a system of equations by substitution (solving for one variable)</u>	<u>Reasoning with Equations and Inequalities</u>	<u>HSA.REI.C.5 Prove that, given a system of two equations in two variables, replacing</u>

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<u>in the first equation and substitution it into the second equation).</u>	Solve systems of equations	one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
<u>H.PRF.2b8 Solve systems of equations using graphs.</u>	<u>Reasoning with Equations and Inequalities</u> Solve systems of equations	HSA.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
<u>H.PRF.2b9 Solve a system containing a linear equation and a quadratic equation in two variables graphically and symbolically.</u>	<u>Reasoning with Equations and Inequalities</u> Solve systems of equations	HSA.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
<u>H.PRF.2b10 Understand that all solutions to an equation in two variables are contained on the graph of that equation.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	HSA.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
<u>H.PRF.2b11 Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary for non-inclusive inequalities.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	HSA.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
<u>H.PRF.2b12 Graph the solution set to a system of linear inequalities in two variables as the intersection of their corresponding half-planes.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	HSA.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the

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		intersection of the corresponding half-planes.
Progress Indicator: H.PRF. 2c using trends that follow a pattern and are described mathematically to make generalizations or predictions		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.PRF. 2c1 Make predictions based on a given model (for example, a weather model, data for athletes over years)</u>	<u>Linear, Quadratic, and Exponential Models</u> F.LE Construct and compare linear, quadratic, and exponential models and solve problems.	<u>HSF-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</u>
Explanations and clarifications:		
Progress Indicator: H.PRF. 2d: analyzing functions (using technology) by investigating significant characteristics (e.g. intercepts, asymptotes)		
Core Content Connectors: 9-12	CCRA Domain/Cluster	Idaho Content Standard
<u>H.PRF. 2d1 Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$ for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, Using tables of values, or Using successive approximations that become closer and closer to the actual value.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	<u>HSA.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</u>

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SUBJECT

Proposed Rule, Docket No. 08-0203-1704, Rules Governing Thoroughness, Incorporation by Reference

REFERENCE

June 2016	Revised Idaho Special Education Manual approved and adopted by the State Board of Education.
November 2016	Board approved Pending Rule Docket No. 08-0203-1604, incorporating by reference updates to the Idaho Special Education Manual.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8
Section 33-2002, Idaho Code
IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation by Reference

BACKGROUND/DISCUSSION

Proposed Rule Docket No. 08-0203-1704 provides for the amendment of the Idaho Special Education Manual (Manual), incorporated by reference into IDAPA 08.02.03.004.

The updated Manual replaces the outdated terms “deafness” and “hearing impairment” with “deaf or hard of hearing.” The definition of “deaf or hard of hearing” now includes language regarding the child’s access, comprehension, and/or use of linguistic information through hearing. In addition, state eligibility criteria for “deafness” and “hearing impairment” have been replaced by criteria for “deaf or hard of hearing.” The modified eligibility criteria, used by evaluation teams when determining the disability category for a student, compliment the updated definition of “deaf or hard of hearing.”

Other changes to the Manual include minor language corrections or deletions necessary to maintain document consistency and to align with the Every Student Succeeds Act, Idaho Code, or teacher certification standards.

The modified eligibility criteria were revised by a committee consisting of members of the Idaho Educational Services for the Deaf and the Blind, the State Department of Education’s Early Childhood and Interagency Coordinator, several Idaho Special Education Support and Technical Assistance staff, a Speech and Language Pathologist from Idaho State University, a Boise School District Education Audiologist, a West Ada School District School Psychologist, the Special Education Director for Emmett School District, and the Executive Director of the Idaho Council for the Deaf and Hard of Hearing.

During the revision process, a committee representative presented and elicited feedback regarding the proposed changes to stakeholders throughout the state including: the Special Education Advisory Panel, regional special education director’s meetings, the Idaho Council for the Deaf and Hard of Hearing Board, the

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Idaho Association of the Deaf, the Director's Advisory Committee, and the Idaho Educational Services for the Deaf and the Blind. The revision was emailed to all deaf/hard of hearing teachers and education audiologists in Idaho requesting feedback. Feedback was favorable.

In addition, a Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017, during which any member of the public could provide verbal or written feedback on the suggested amendments to the incorporated document. One (1) comment in support of the "deaf or hard of hearing" change was received during the public meetings. No written comments were received through the SDE's public comment online submission form.

The proposed changes to the Idaho Special Education Manual include:

Acronyms and Abbreviations: Remove HOUSSE (Highly Objective Uniform State Standard of Evaluation) which is no longer applicable.

Glossary: Clarify the term "audiologist" for consistency with professional responsibilities. Replace "deafness" and "hearing impairment" with "deaf or hard of hearing." Remove "modification" to be consistent with use of terms "accommodation" and "adaptation."

Chapter 4: Evaluation and Eligibility: Replace "deafness" and "hearing impairment" with "deaf or hard of hearing." Provide clarification of the Language Impairment category if a student does not qualify under the criteria for Deaf or Hard of Hearing.

Chapter 9: Private School Students: Remove terminology "or dual enrollment" to align with Idaho Code 33-203 and other areas of the manual. The term in this section of the manual was misappropriated.

Chapter 10: Improving Results: Change "Computer Based Route to Teacher Certification" to "Non-Traditional Route to Certification" to align with teacher certification standards. Remove reference to alternative route preparation program for para-educators that is no longer available.

General: Remove references to "highly qualified" teachers to align with the Every Student Succeeds Act. Change the term "modifications" to "accommodations" or "adaptations" for consistency. Correct terminology from "specifically designed instruction" to "specially designed instruction."

IMPACT

The proposed changes will bring the Idaho Special Education Manual into compliance with the Individuals with Disabilities Education Act and align with the Every Student Succeeds Act, Idaho Code, and teacher certification standards. In addition, the proposed changes will provide clear, consistent guidance for school personnel.

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ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1704
Attachment 2 – Revised Idaho Special Education Manual

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STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

BOARD ACTION

I move to approve the revised Idaho Special Education Manual as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0203-1704, Rules Governing Thoroughness – Incorporation by Reference, Idaho Special Education Manual, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**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.** Arts and Humanities Categories:
 - i. Dance, as revised and adopted on August 11, 2016;
(3-24-17)
 - ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016;
(3-24-17)
 - iii. Media Arts, as adopted on August 11, 2016.
(3-24-17)
 - iv. Music, as revised and adopted on August 11, 2016;
(3-24-17)
 - v. Theater, as revised and adopted on August 11, 2016;
(3-24-17)
 - vi. Visual Arts, as revised and adopted on August 11, 2016;
(3-24-17)
 - vii. World languages, as revised and adopted on August 11, 2016.
(3-24-17)
- b.** Computer Science, adopted on November 28, 2016.
(3-24-17)

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- c. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on December 15, 2016. (12-15-16)T
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. Career Technical Education Categories:
 - i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
 - ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
 - iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
 - iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
 - v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
 - vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

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 Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on April 20, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-20-17)T

05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

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)

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07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T

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 [Error! Hyperlink reference not valid.](#) (4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on ~~November 28, 2016~~August 10, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (~~3-29-17~~)

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SPECIAL
EDUCATION
MANUAL

20162017

Department of Special Education

Approved by the State Board of Education

June 16, 2016August 10, 2017

IDAPA 08.02.03.004

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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, PR/Award #H027A080088A.

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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

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CLD	Culturally or Linguistically Diverse
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
DR	Dispute Resolution
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
ESSA	Every Student Succeeds 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

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GED	General Education Development
GEPA	General Education Provisions Act
GPA	Grade Point Average
GRPA	Government Performance Review Act
G/T	Gifted/Talented
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
IDAPA	Idaho Administrative Procedures Act
IDEA	Individuals with Disabilities Education Act
IDELR	Individuals with Disabilities Education Law Report
IDVR	Idaho Division of Vocational Rehabilitation
IEE	Independent Educational Evaluation
IELG	Idaho Early Learning Guidelines (eGuidelines)
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

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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
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
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

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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)
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

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SPP	State Performance Plan
SS	Standard Score
TBI	Traumatic Brain Injury
VI	Visual Impairment

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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 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. 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 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.

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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.

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

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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 and supports management of hearing loss, counseling to auditory needs across environments and selects and fits fitting of hearing aids technology.

Autism. A disability category in which a developmental disability, generally evident before age three (3), significantly affects verbal 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

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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) includes the responsibility of coordinating and overseeing the implementation of the IEP.

Change of placement. A change in educational 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, 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, 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, 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, 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 individuals ages three (3) to twenty-one (21) who are suspected of having a disability and in need of special education.

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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).

Cognitive academic language proficiency (CALP). A test to determine a student's appropriate language dominance/usage.

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.

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 IDEA within the last year (365 days).

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 as 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. Consensus is both the general agreement to support the decision, and the process of reaching such agreement to support the decision.

Consent. Voluntary, written approval of a proposed activity, as indicated by a parent/adult student signature. The 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.

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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)))

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.

Corrective action plan (CAP). A plan that orders a district as a result of an IDEA 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 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-Deaf or Hard of Hearing. An IDEA disability category in which hearing loss or inability is so severe that the student, A child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, is limited in processing linguistic information through hearing, which and that adversely affects a child's 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.

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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 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.

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.

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 are: (1) identification as a student with a disability; (2) identification of 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 homeschooled) 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.

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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, Section 33-116, Idaho Code.

Eligibility/evaluation team. A group of people, including the 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.

Emotional disturbance. An IDEA 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 (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, including oral reading skills, and (5) 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.

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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.

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 “Free appropriate public education.”)

FERPA. (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 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.

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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 the students using the core and supplemental interventions. Such interventions 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. 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 and State 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.

Health services. See "School health services."

Hearing impairment. An IDEA 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.

High school. 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.

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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 and comprised but not limited to 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.

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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.

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. An IDEA 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.

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

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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 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.

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 parent significant periods of time in which a child resides with or is under the care and supervision of each parent. The actual amount of time is determined by the court.

Language impairment. An IDEA 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."

Least restrictive environment (LRE). The IDEA 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). An individual aged three (3) to twenty-one (21), who is enrolled or preparing to enroll in elementary or secondary school, 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 individual's level of English language proficiency; or the individual is migratory, whose native language is a language other than English, and who

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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.

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, 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.

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Mediation. A voluntary, confidential, and structured process during which an SDE-contracted individual is appointed to serve as an impartial and neutral third party to help 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 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 mean 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.

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).

Migrant student. A student 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 disability category in which two or more impairments co-exist (excluding deaf-blindness), whose combination causes such severe educational needs that the student cannot be accommodated in special education services designed solely for one of the impairments.

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 determine 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

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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.

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 student. Any student who receives educational instruction outside of a public school, 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.

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

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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 disability category that includes severe orthopedic 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 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. As defined by IDEA, a parent is: (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 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 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.

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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 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 reinforcement, 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 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.

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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 requirements of Part B of the IDEA 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.

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

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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 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. 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 Specific Learning Disability.

Resolution session. A 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 twenty-one (21) years who reside in Idaho. For students with disabilities who qualify for special education and related services under the IDEA, 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, when students are in attendance at school for instructional purposes.

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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). 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 (1) employs systematic, empirical methods that draw on observation or experiment; (2) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) 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; (4) 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; (5) 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 (6) 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. 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

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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 (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) 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.

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.

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

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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. 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 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. 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 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 service 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 as per Idaho Statute, Chapter 33-5202A(7).

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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 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 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 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.

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Voice disorder. (See “speech impairment”) 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 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 or refusing to initiate or change to the identification, evaluation, educational placement, or the provision of FAPE.

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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 listed 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).

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2.	Procedural Safeguards	300.121 300.504	IDAPA 08.02.03.109.05
3.	Student Eligibility under the IDEA	300.8 300.122	Idaho Code § 33-2001(3) Idaho Code § 33-2001(5) IDAPA 08.02.03.109.03
4.	Free Appropriate Public Education (FAPE)	300.17 300.101-300.102 300.148	Idaho Code § 33-201 Idaho Code § 33-2002 Idaho Code § 33-2010 Idaho Code § 20-504a(3) IDAPA 08.02.03.109.02.a
5.	District Programs and Services	300.107-300.110 300.117	Idaho Code § 33-2002
6.	Individualized Education Program (IEP)	300.22 300.320-300.328	IDAPA 08.02.03.109.04
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8.	Summary of Activities that May Lead to Special Education Services	300.102(a) 300.112 300.116 300.300-300.307 300.309-300.311 300.320-300.324 300.503-300.504 300.622	IDAPA 08.02.03.109.02.h Idaho Code § 33-2002 IDAPA 08.02.03.109.03 IDAPA 08.02.03.109.04

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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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2.	Locating Students	300.111 300.124 300.154	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.	Identification	300.302 300.226	IDAPA 08.02.03.109.02.h
4.	Referral to Consider a Special Education Evaluation	300.174 300.301 300.302 300.305 300.306 300.308 300.309 300.504	IDAPA 08.02.03.109.02.a IDAPA 08.02.03.109.02.h

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2.	Purpose of an Evaluation	300.15	IDAPA 08.02.03.109.03
3.	Written Notice and Consent for Assessment	300.9 300.300 300.503	IDAPA 08.02.03.109.02.a
4.	Information from Other Agencies or Districts	300.622	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 08.02.03.109.02.a IDAPA 08.02.03.109.03
6.	Reevaluation and Continuing Eligibility	300.300 300.303 300.305-300.306 300.308	IDAPA 08.02.03.109.02.a
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2.	IEP Development	300.320-300.325 300.34 300.154(d)(e) 300.42 300.5-300.6 300.105(b) 300.44 300.113 300.106 300.114-300.116 300.327 300.536 300.43 300.300(b) 300.300(e)(2) 300.305(e) 300.323(d)	IDAPA 08.02.03.109.04 Idaho Code § 33-1304 IDAPA 08.02.03.109.05 Idaho Code § 33-2002(4)
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

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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	300.600-604	IDAPA 08.02.03.109.04.g

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1.	Discontinuation of Services	300.305 300.306 300.102 (a)(3) 300.503	Idaho Code § 33-201 Idaho Code § 33-209 IDAPA08.02.03.109.07
2.	Graduation	300.102. (a)(3) (i-iii) 300.320 (b)(2)	IDAPA 08.02.03.109.07
3.	Transcripts and Diplomas		<i>Letter to Runkel</i> , 25 IDELR 387 (OCR 1996) 20 U.S. Code § 1412
4.	Grades, Class Ranking, and Honor Roll		<i>Letter to Runkel</i> , 25 IDELR 387 (OCR 1996)

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2.	Responsibility for Services	300.2 300.209(b-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
4.	Charter Schools and Dual Enrollment		Idaho Code § 33-203 Idaho Code § 33-2002
5.	Funding	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 (9)

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2.	Students Voluntarily Enrolled by Parents	300.133 300.134 300.135 (a-b) 300.137 (b)(2) 300.136 (a)(1-2) 300.136 (b)(1-3) 300.111 (1)(i-ii) 300.131 (a-f) 300.137 (a) 300.138 (a)(1-2) 300.138 (c)(2) 300.132 (a-b) 300.138 (2) (b) 300.132 (b) 300.138 (b) (2) 300.320 300.323 (b) 300.139 (b) (1-2) 300.140 (a-c) 300.133 300.144	IDAPA 08.02.03.109.02.d
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
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2.	Early Intervening Services	300.226 300.205 (d) 300.208 (a) (2) 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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2.	Domestic Considerations	300.30 300.519 300.320 300.520 300.030	Idaho Code § 32-717A Idaho Code § 32-717B <i>Letter to Cox</i> 54 IDLER 60 (110 LRP 10357)
3.	Informed Consent	300.9 300.300	
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5.	Confidentiality and Access to Records	300.611 300.622 300.614 300.613 300.616 300.623-300.625 300.618-300.621	IDAPA 08.02.03.109.05k Idaho Code § 32-717A
6.	Independent Educational Evaluations	300.502	IDAPA 08.02.03.109.05j

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3.	FAPE Considerations	300.530-531	Idaho Code § 33-1501
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5.	Other Considerations	300.532(a) 300.532(c) 300.533 300.534	IDAPA 08.02.03.109.5.c IDAPA 08.02.03.109.5.f Idaho Code § 33-209

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**Chapter 1
Overview**

Three (3) federal laws have been passed to ensure educational opportunities for individuals with disabilities:

- the Individuals with Disabilities Education Act (IDEA)
- 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 with the Elementary and Secondary Education Act of 2001. In 2015, the Every Student Succeeds Act (ESSA) was passed. Revisions to the IDEA regulations were issued in 2007, 2008, 2013, and 2014 with additional regulatory changes to the IDEA currently pending. The IDEA 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 information regarding district responsibilities under the IDEA 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 to create public awareness of special education programs; to advise the public of the rights of students; and, 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.

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Section 2. Procedural Safeguards

A parent/adult student has specific procedural safeguards assured by the IDEA and state law. The district provides a document titled *Procedural Safeguards Notice* to 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

To be eligible for services under the IDEA, 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 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/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 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.

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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, 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.

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Section 7. Least Restrictive Environment (LRE)

The IDEA states that, to the maximum extent appropriate, students with disabilities are to be educated with students who are not disabled. The IEP team determines 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 for more information on problem-solving activities and the three tiered model.

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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, 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 for a special education evaluation marks the point at which procedural safeguards are provided to the parent. The 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, which may include progress monitoring data from the student's IEP, assessments and information provided by 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/adult student along with the procedural safeguards and written consent shall be requested from the 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/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/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/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.

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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/adult student that the evaluation data does not indicate eligibility under the IDEA even though the parent is a member of the team that determines eligibility. The district shall maintain documentation in permanent records.

If the 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 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/adult student for initial provision of special education services.
5. Provide copies of the IEP to the parent/adult student and other participants, as appropriate.

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6. Provide written notice to the 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 within thirty (30) days of eligibility. (See Chapter 4 for guidance on timeline exceptions.)
9. Provide the 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/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 develop a new IEP.
3. Provide a copy of the revised IEP to the parent and the adult student when an IEP is amended or rewritten. In addition, written notice is required if the district is proposing to change or refusing to change the educational placement or the provision of FAPE.
4. Under Idaho regulations, the parent/adult student has the right to file a written objection to an IEP program change or placement change. If, within ten (10) calendar days of receiving written notice from the district, the parent/adult student files a written objection, the district shall not implement the change(s) to which the parent/adult student objects. See Chapter 11 for more information.

See Chapter 5 for more information on IEP reviews.

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G. Reevaluation (completed by evaluation team)

Reevaluations are conducted by the evaluation team. A reevaluation shall be completed as follows: (a) at least every three years, (b) when requested by the student's teacher or the parent/adult student, and (c) whenever conditions warrant. Approximately one month before conducting the reevaluation, the district shall inform the parent/adult student that a reevaluation is due. The 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/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/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/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/adult student of this decision and of the 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/adult student with a copy of the *Eligibility Report*.
6. Determine whether revisions to the IEP are necessary 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/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

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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 <ul style="list-style-type: none">■ Problem-solving team submits a formal referral to consider special education evaluation.■ Provide the parent/adult student with a <i>Procedural Safeguards Notice</i>. (required)■ Seek 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) <ul style="list-style-type: none">■ Provide written notice to the parent/adult student.■ Seek consent from the parent/adult student for assessments.■ Receive written consent for assessment from the parent/adult student.
D. Evaluation and Eligibility Determination (completed by evaluation team) <ul style="list-style-type: none">■ Schedule and conduct assessments.■ Review assessment information with parent/adult student. Determine eligibility and complete the <i>Eligibility Report</i>. (Meeting with the entire team is a parent/adult student option.)■ Provide the parent/adult student with a copy of the <i>Eligibility Report</i>.
E. IEP Development and Implementation (completed by IEP team) <ul style="list-style-type: none">■ Invite the parent/adult student to the IEP team meeting.■ Provide a <i>Procedural Safeguards Notice</i> to the 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/adult student.■ Receive consent for initial provision of special education services from the parent/adult student.■ Implement IEP.
F. Review/Revision of IEP and Placement Decision (completed by IEP team) <ul style="list-style-type: none">■ Provide a <i>Procedural Safeguards Notice</i> to the parent/adult student if applicable.■ Invite the parent/adult student to the IEP team meeting.■ Review the IEP, and determine placement annually.■ Provide a copy of IEP with written notice to the parent/adult student.
G. Reevaluation (completed by evaluation team) <ul style="list-style-type: none">■ Inform the parent/adult student that reevaluation is due.■ Provide a <i>Procedural Safeguards Notice</i> to the parent/adult student if applicable.■ Seek parent/adult student input on reevaluation and afford opportunity to request a meeting.

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- Receive consent from the parent/adult student for assessments if planning to assess **OR**
Provide the 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/adult student of his or her right to request additional assessments.
- Schedule and conduct assessments.
- Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- Provide the 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/adult student before discontinuing special education services.

Upon graduation provide a summary of performance to the parent/adult student.

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**Chapter 2
Free Appropriate Public Education**

The district (local education agency) 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) 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 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:

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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/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. 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 would have Child Find responsibilities. See Chapter 9 for more information.
2. 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.

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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);
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 also 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 *Board of Education of the Hendrick Hudson Central School District, et al. v. Rowley, et al.* 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 procedures; and

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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.

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)

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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).

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.

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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 disabilities, ages three (3) through the semester they turn twenty-one (21), who may need special education, regardless of the severity of the disabilities. 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, 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;
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.

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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 are afforded when the student is referred for a special education evaluation by the 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 Guidelines (eGuidelines). A variety of methods may be used to screen students, including performance on statewide assessments, curriculum-based measures, daily work in the

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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 a free appropriate public education. Therefore, the IDEA 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 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.

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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/adult student involvement is valuable and encouraged, the district is not required to include the parent/adult student on the team.

When problem solving involves a child 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 the student's performance indicates an evaluation is warranted 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.

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- 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 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/adult student shall be included in the evaluation team and shall be given the

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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/adult student (see Glossary) the parent/adult student shall be notified. In either case, the parent/adult student shall be provided with a copy of the *Procedural Safeguards Notice*. At the same time, the 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/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/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/adult student describing the proposed evaluation and written consent shall be obtained from the 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/adult student,

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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/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.

See Chapter 4 for more information on evaluation and eligibility.

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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 the IDEA for districts to use while determining eligibility.

Section 1. Evaluation Team

The evaluation team is a group of people outlined by IDEA 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/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/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. 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 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.

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A. Definitions

Although the terms “evaluation” and “assessment” are often interchanged, there are significant differences between the meanings 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 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, 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 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, Idaho Core Standards, or the Idaho Early Learning Guidelines (eGuidelines); and
2. the least restrictive environment (LRE) for the student.

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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/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/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/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/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

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7. sources for parents to contact in obtaining assistance in understanding the *Procedural Safeguards Notice*.

Written notice shall be provided to the parent/adult student within a reasonable time in the following instances:

1. to conduct any additional assessments and review initial information 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/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 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
 - a. Informed written consent shall be obtained from the 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;
 - b. Parental consent for initial evaluation should not be construed as consent for initial provision of special education and related services;
 - 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

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provide consent, the district may offer an SDE facilitated meeting, mediation, or request a due process hearing to challenge the decision.

- 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:
 - 1) despite reasonable efforts to do so, the district cannot locate the parent;
 - 2) the rights of the parents of the child have been terminated in accordance with Idaho law; or
 - 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.
- 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 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 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.

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

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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.

E. Refusing Consent or Failure to Respond to a Request for Consent

1. The parent/adult student can refuse consent for assessment(s).
2. For an initial evaluation, if consent is refused or the 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. 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.

F. Timeline

The time between receiving written consent for initial assessment and 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 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

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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 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 suspected to be a student with a suspected 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), 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.

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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.

B. Determination of Needed Initial or Reevaluation Data

As part of an initial evaluation or reevaluation, the evaluation team shall review existing evaluation data regarding the student including:

1. assessments and information provided by the 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/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; 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 (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/adult student of the decision and the reasons for that decision. The 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

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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. 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 deaf or hard of hearing, 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.
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/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.

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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/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 norm-referenced, standardized tests, 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

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A student cannot be identified as a student with a disability if the primary reason for such a decision is:

- 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;
- b. lack of appropriate instruction in math; or
- c. Limited English Proficiency.

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/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;

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6. confirmation and supporting data that the student's learning difficulties 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 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/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/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/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 that the student is no longer eligible for special education.

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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 twenty-one (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/Adult Student

Approximately one month before the reevaluation is due, contact shall be made with the parent/adult student informing him or her that:

1. the reevaluation will be scheduled within the month, unless the district and parent/adult student agree it is unnecessary; and
2. input will be sought from the parent/adult student.

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, the district shall provide written notice to the parent/adult student of his or her right to request further assessment.
 - b. If the parent/adult student requests an additional assessment to determine whether the student continues meet criteria for special education services under the IDEA, then the district shall conduct the assessment.

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- c. If the 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/adult student with written notice regarding proposed assessments. If the 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/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/adult student.

E. Eligibility Report for Reevaluations

The evaluation team will consider evaluation findings and determine whether the student continues to meet criteria for special education services.

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 eligibility 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

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applies only to students from age three (3) up until their tenth (10th) birthday, 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 student has a disability according to the established Idaho criteria;
2. the student's condition adversely affects educational performance; and
3. the student needs specially designed instruction.

Meets State Eligibility Requirements: The state eligibility requirements for specific disabilities are listed in this chapter.

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 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 or Idaho Core Standards that apply to all students.

B. Disability Categories

1. Autism Spectrum Disorder

Definition: An Autism Spectrum Disorder is a developmental disability, generally evident in the early developmental period, significantly affecting verbal or nonverbal communication and social interaction, and adversely affecting educational performance.

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- a. Persistent deficits in social communication and social interaction across multiple contexts, currently or by history;
- 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.
- 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 hyper- or hypo-reactivity to sensory input.
- 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.

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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted;
- b. The student has a developmental disability, generally evident in the early developmental period that significantly affects social communication and social interaction;
- c. The student 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 (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);
- d. The student's condition adversely affects educational performance;
- e. The student needs specially designed instruction.

2. Intellectual Disability

Definition: 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.

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State Eligibility Criteria for Intellectual Disability: An evaluation team will determine that a student is eligible for special education services as a student with an intellectual disability when all of the following criteria are met:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 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, based on an assessment by a licensed psychologist or certified school psychologist using an individually administered intelligence test.
- 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.
- d. The student's condition adversely affects educational performance.
- e. The student needs specially designed instruction.

Caution is advised when assessing students with cultural and language issues to prevent inappropriate identification of these students as having an 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.

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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

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- 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.
- 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.
- d. The student's condition adversely affects educational performance.
- e. The student needs specially designed instruction.

4. Deafness Deaf or Hard of Hearing

Definition: Deafness is a type of hearing loss that adversely affects educational performance and is so severe that Deaf or Hard of Hearing means a child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance, the student is limited in processing linguistic information through hearing.

State Eligibility Criteria for Deafness Deaf or Hard of Hearing: An evaluation team will determine that a student is eligible for special education services as a student who is deaf or hard of hearing when all of the following criteria are met:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. The student exhibits a severe hearing loss that hinders his or her ability to access, comprehend, and/or use process linguistic information through hearing, with or without amplification.
- c. The student has been diagnosed by an audiologist as having a hearing loss, deaf.
- d. The student's condition adversely affects educational performance.
- e. The student needs specially designed instruction.

5. Developmental Delay

Definition: The term developmental delay may be used only for students ages three (3) until their tenth (10th) birthday who are experiencing developmental delays as

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measured by appropriate diagnostic instruments and procedures in one or more of the following areas:

- a. cognitive development – includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;
- 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);
- c. communication development – includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;
- d. social or emotional development – includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or
- 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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. The student is at least three (3) years of age but less than ten (10) years of age.
- 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.
- d. The student meets either of the following two criteria, in one or more of the broad developmental areas listed below.

Criteria:

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- 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).
- 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:

- 1) Cognitive skills (e.g., perceptual discrimination, memory, reasoning, pre-academic, and conceptual development);
- 2) Physical skills (i.e., fine, gross, and perceptual motor skills);
- 3) Communication skills (i.e., including verbal and nonverbal, and receptive and expressive);
- 4) Social or emotional skills; or
- 5) Adaptive skills, including self-help skills.
 - e. The student's condition adversely affects educational performance.
 - f. The student needs specially designed instruction.

6. Emotional Disturbance

Definition: A student with an emotional disturbance 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:

- a. an inability to learn that is not primarily the result of intellectual disability; hearing, vision, or motor impairment, or other health impairment;
- b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. inappropriate types of behavior or feelings under normal circumstances;
- d. a general pervasive mood of unhappiness or depression;
- e. a tendency to develop physical symptoms or fears associated with personal or school problems; or

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f. Schizophrenia.

The term *does not* include students who are socially maladjusted unless it is determined they have an emotional disturbance.

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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. The student has been documented exhibiting characteristics consistent with the criteria (a-f in this section) by one or more of the following: school psychologist, licensed psychologist, psychiatrist, physician, or certified social worker.
- c. The student has been observed exhibiting one or more of the six (6) behavioral or emotional characteristics listed in the definition of emotional – behavioral disability.
- d. The characteristic(s) has been observed:
 - 1) for a long period of time (at least 6 months); and
 - 2) by more than one knowledgeable observer; and
 - 3) in more than one setting; and
 - 4) at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.
- 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.
- f. The student needs specially designed instruction.

7. Other Health Impairment (OHI)

Definition: A student classified as having Other 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

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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, 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.

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 an Other Health Impairment when all of the following criteria are met:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 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.
- c. The student has been diagnosed by a physician with a condition consistent with an Other Health Impairment described above. In the case of ADD/ADHD, an educational determination may be provided by a school psychologist. Diagnosis from a licensed psychologist or other diagnostician must be considered by the evaluation team.
- d. The student's condition adversely affects educational performance.
- e. The student needs specially designed instruction.

8. Hearing Impairment

Definition: The IDEA disability category of hearing impairment describes a permanent or fluctuating hearing loss that adversely affects a student's educational performance but is not included under the category of deafness.

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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:

- a.—An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b.—The student does not qualify as deaf.
- c.—The student is diagnosed by an otologist, audiologist or physician as having a substantial hearing loss.
- d.—The student's condition adversely affects educational performance.
- e.—The student needs specially designed instruction.

9. Specific Learning Disability

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 intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Only a school age child may be identified as a student with a specific learning disability.

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:

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- 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
 - 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.

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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 Chapter 4, Section 3, of this Manual.
- 2) The evaluation must address the eligibility criteria as listed in the *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-

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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 two (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

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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
 - c) an emotional disturbance
 - d) environmental or economic disadvantage
 - e) cultural factors
 - f) Limited English Proficiency (LEP)

10. Multiple Disabilities

Definition: Multiple disabilities are two or more co-existing severe impairments, one of which usually includes an intellectual disability, such as intellectual disability/blindness, intellectual disability/orthopedic, etc. Students with multiple disabilities exhibit impairments that are likely to be life long, significantly interfere

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with independent functioning, and may necessitate environmental modifications accommodations or adaptations 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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 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.
- c. The student meets State Eligibility Criteria as outlined for each disability category.
- d. The student's condition adversely affects educational performance.
- e. The student needs specially designed.

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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 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.
- c. The student has documentation of the condition by a physician or other qualified professional.

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- d. The student's condition adversely affects educational performance.
- e. The student needs specially designed instruction.

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:

- a. the form of language (morphological and syntactic systems);
- b. the content of language (semantic systems); and/or
- 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. The evaluation team is encouraged to ask if a hearing screening has been completed. Also note, a student can be considered as having a Language Impairment if the criteria for Deaf or Hard of Hearing have not been met.

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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- b. At least two procedures, at least one of which yields a standard score, are used to assess receptive language and/or expressive language.
- 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.
- d. The student's disability adversely affects educational performance.
- e. The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

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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.

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.

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.

- 1) An articulation/phonology disorder exists when:
 - i. the disorder is exhibited by omissions, distortions, substitutions, or additions;
 - ii. the articulation interferes with communication and calls attention to itself; and
 - iii. the disorder adversely affects educational or developmental performance.
- 2) An articulation/phonology disorder does not exist when:
 - i. errors are temporary in nature or are due to temporary conditions such as dental changes;
 - ii. differences are due to culture, bilingualism or dialect, or from being non-English speaking; or
 - 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.

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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:

- 1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2) At least two procedures are used to assess the student, one of which yields a standard score.
- 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.
- 4) The student's disability adversely affects educational performance.
- 5) The student needs specially designed instruction. (Speech/language therapy can be specially designed instruction or a related service.)

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.

- 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.
- 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:

- 1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.

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- 2) The student has a fluency rating of moderate or severe on the Fluency Communication Rating Scale for student's age three (3) through twenty-one (21) years. See the documents section of this chapter for the Fluency Communication Rating Scale.
- 3) The student's disability adversely affects educational performance.
- 4) The student needs specially designed instruction. (Speech/language therapy can be a primary or a related service.)

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 (otorhinolaryngologist/otolaryngologist) may not receive voice therapy services from a speech-language pathologist.

- 1) A voice disorder exists when the vocal characteristics of quality, pitch, intensity, or resonance:
 - i. interfere with communication;
 - ii. draw unfavorable attention to the speaker;
 - iii. adversely affect the speaker or listener; or
 - iv. are inappropriate to the age and gender of the speaker.
- 2) A voice disorder does not exist when the vocal characteristics of quality, pitch, intensity, or resonance:
 - i. are the result of temporary physical factors such as allergies, colds, or abnormal tonsils or adenoids;
 - ii. are the result of regional dialectic or cultural differences or economic disadvantage; or
 - iii. do not interfere with educational or developmental performance.

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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:

- 1) An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 2) The student has a voice production rating of moderate or severe on the Voice Rating Scale for students aged three (3) through twenty-one (21) years. See the documents section of this chapter for the Voice Rating Scale.
- 3) An ear, nose, and throat (ENT) physician's (otorhinolaryngologist) statement documents that voice therapy is not contraindicated.
- 4) The student's disability adversely affects educational performance.
- 5) The student needs specially designed instruction. (Speech/language therapy can be a primary 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 is eligible for special education under another disability category 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.

14. Traumatic Brain Injury (TBI)

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.

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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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 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.
- c. The student has documentation of a traumatic brain injury.
- d. The student's condition adversely affects educational performance.
- e. The student needs specially designed instruction.

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:

- a. An evaluation that meets the procedures outlined in Section 5 of this chapter has been conducted.
- 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.
- c. The student's physical eye condition, even with correction, adversely affects educational performance.
- d. The student needs specially designed instruction.

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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:				

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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

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	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 <u>impairment loss</u> .	paralysis of vocal folds - larynx-gectomy - psychosomatic disorders - neuromotor involvement of larynx muscles, i.e., cerebral palsy
Comments:				

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**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.

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If a student is eligible for special education services, they have met the requirements of eligibility under the IDEA. Eligibility requires a student to meet the following three prongs: 1) the student has 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 and Idaho Core 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 team collaboration among a 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.

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 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 participate meaningfully. (Note: transition age students shall be invited to the IEP meeting). The 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.

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The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to 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 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/adult student proposal that will be discussed at a later meeting.

B. Team Decision Making

The IEP meeting serves as a communication vehicle between IEP team members 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 to ensure that the student receives a free appropriate public education (FAPE).

Consensus means consent of all IEP team members to support the decision of the team, which requires that all members of the team have had an opportunity for meaningful participation.

If there is a lack of consensus between the 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. 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 the procedures in Section 2J of this chapter, "Parent/Adult Student Objection to the IEP" 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 develop an IEP within thirty (30) calendar days of determination that the student needs special education and related services;
2. to review the IEP periodically, but no longer than one year (365 days) from the date of development of the current IEP, with the IEP in effect at the beginning of each school year;
3. when another agency fails to deliver transition or other services outlined in the IEP;
4. 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;

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5. at a 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 review behavioral intervention strategies and/or develop a behavioral plan as part of the IEP;
7. to address the IDEA discipline requirements (see Chapter 12); or
8. to review the results of any reevaluation or independent educational evaluation (IEE).

NOTE: Under the IDEA, an IEP team meeting may not be required to amend the IEP (see IEP Amendments).

D. IEP Team Members and Roles

The IEP team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

Role	Description
Parent of the student <i>or</i> Adult Student if rights have transferred	<p>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.</p> <p>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 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</p>

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Role	Description
	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 shall have the authority to allocate resources and to ensure that the IEP will be implemented. 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.
Special Education Teacher/Provider—not less than one	This individual generally will be the student's special education teacher or service provider who is responsible for implementing the student's IEP. For example, in the case of a student receiving services from a speech-language pathologist, but not a special education teacher, it is 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 district shall take other steps to ensure that the student's preferences and interests are considered.

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Role	Description
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.
Representative of Transition Agency(s) (Parent/Adult student consent shall be obtained prior to inviting the Transition Agency Representative to participate in the IEP team meeting).	If transition services are being discussed, a representative of any participating 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 should be taken to obtain participation from the agency in transition planning.
Part C Coordinator or Representative	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/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/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 shall participate to the extent appropriate in developing the IEP. The general education teacher's role in the development, review, and revision of the IEP includes:

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1. discussion of the student's involvement and progress in the general education curriculum, if known;
2. determination of appropriate positive behavioral interventions and other strategies for the student; and
3. 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 the following requirements.

1. Schedule the meeting at a place and time mutually agreed on by the parent/adult student and the district.
2. Invite the 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;
 - c. information regarding the parent's/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/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 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

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invitation. In addition, the parent/adult student shall be 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:
 - a. indicate this purpose;
 - b. invite the student; and
 - c. identify any other agency that will be invited, with parent's/adult student's consent, to send a representative.
6. The district shall take appropriate action to ensure that a parent/adult student understands the proceedings at an IEP team meeting, including arranging for an interpreter for a parent/adult student who has hearing loss or whose native language is other than English.
7. The IEP team may meet without the 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/adult student and any responses received, and detailed records of any visits made to the parent/adult student. If a meeting is held without the 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/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 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

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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 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 inclusion on the list does not indicate agreement or disagreement with the IEP contents. If the parent/adult student disagrees with all or part of the IEP, the district should remind the 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/adult student objections.

C. 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 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 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 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;

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- b. 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 shall show a direct relationship with the content of present levels of academic and functional performance;
 - c. the statement shall provide baseline data for goal development;
 - d. the statement shall reference general education Idaho Content Standards or Idaho Core Standards or 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 reflect 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, 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 a description of benchmarks or short-term objectives. The district has the discretion 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:

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1. How the student's progress toward IEP goals will be measured and the progress monitoring schedule;
2. How and when the 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.

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 educational interpreters in Idaho. The complete statute can be found at: <http://www3.state.id.us/idstat/TOC/33013KTOC.html>

The above list of related services is not exhaustive and may include other developmental, corrective, or supportive services, transition services or assistive technology. Although services

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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/adult student does not consent to initial provision of special education services.

EXCEPTION: “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/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.

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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.

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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/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.

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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 technology 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.

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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/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,

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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/Adult student input: Consider parent observations of the student as well as 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.

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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 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.

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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 hard of hearing/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.

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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/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. 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

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general assessment and the alternate assessments—language arts, reading, math or science—in which the student will participate.

a. Students Eligible to Take 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 Alternative Assessments based on Alternate Achievement Standards

Students are *not* to be included in 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 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/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

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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/adult student before the initial provision of special education and related services to the student.

If the 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/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/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/adult student understands and agrees in writing to the carrying out of the activity for which consent is sought.

J. Parent/Adult Student Objection to the IEP

If the parent/adult student disagrees with an IEP team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the parent/adult student files a written objection that is emailed, postmarked or hand delivered within ten (10)

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days of the date he or she receives written notice from the district of the proposed IEP, the changes to which the parent/adult student objects cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student, while parties work to resolve the dispute. If the changes have already been implemented, implementation of those changes shall cease. The district and 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 or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP. 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 procedures for discipline of a student, or to challenge an eligibility/identification determination.

If the 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 remain in the placement described in the disputed IEP, and that IEP is implemented as written until the disagreement is resolved unless the parent/adult student and the district agree otherwise.

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 [including facilitation and mediation](#).

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 academic and/or functional performance based on an age appropriate transition evaluation;

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- 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 the student in reaching postsecondary goals identified on the IEP;
- d. 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, evidence 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; and
- f. the 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:
 - 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/adult student. IEPs and written notice should also be given to the parent/adult student whenever a change is made to the IEP or upon request.

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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/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/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/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

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student's current IEP. The 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/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/adult student, the district shall provide written notice to the 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, or the existing IEP 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/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 request, as soon as possible, but no more than two (2) school days, the eligibility documents and the most current IEP from the sending district. 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 as soon as possible, but no more than five (5) 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: The current IEP shall be implemented if a new IEP cannot be developed within five (5) school days of the student's enrollment or if a reevaluation will be taking place.

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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/adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP.

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. 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.

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

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parties) before the child's third (3rd) birthday to discuss eligibility requirements under Part B of the IDEA, needs and concerns of the child and family, and any services the child may receive.

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 provided 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 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 least restrictive environment statement; and
 - b. the educational component that promotes school readiness, pre-literacy, language and numeracy skills.

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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;
 - 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.

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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
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**Chapter 6
Least Restrictive Environment**

The IDEA 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. 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/adult student and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options available.
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, at least annually, 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 goals and services are developed prior to the determination of the services and settings. The services and settings needed by each

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student with a disability must be based on the student's 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 he or she should attend if not disabled unless the IEP requires some other arrangement. In such case, the child's placement shall be based on the child's IEP and as close to possible to the child's home.
4. Harmful Effects: Consideration shall be given to any potential harmful effect on the student or on the quality of services the student needs.
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.

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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 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 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

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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.

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**Chapter 7
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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, 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/adult student with written notice of this decision prior to discontinuing special education services.

2. Student Completes Requirements for a Regular 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/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/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, 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:

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- a. provide the 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/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 the district, the district will forward the student's special education records electronically or by mail within five (5) 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 five (5) 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. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.

2. Enrollment in Private School or Receives Homeschooling

When a 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/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.

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C. Parent/Adult Student Revokes Consent for Special Education Services

When a 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. 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 regular 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. Determine whether the student will meet all state and local requirements to be eligible to graduate from high school and anticipated graduation date.
2. 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. Beginning no later than the end of the student's ninth (9th) grade, review annually the student's course of study, identify and make changes to the course of study needed for the student to meet graduation requirements.
4. 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.

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12) 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.

23) 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 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 08.02.03.105.06) requires 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 will include a statement of how the student will demonstrate proficiency on the 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. demonstrating proficiency on the content standards through some other locally established plan; or
- c. having an IEP that outlines alternate requirements for graduation or documents assessment adaptations (adaptations that will invalidate the assessment score).

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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 a graduation ceremony does not, in and of itself, equate to the receipt of a regular high school diploma or completion of a 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/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 use a regular 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.

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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 or a charter school LEA (Local Education Agency), shares in the obligation to accept and appropriately serve students with disabilities under the IDEA in the same manner as any other public school.

The LEA charter school board of directors/trustees 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 Section 33-5205, Idaho Code. A charter school operates as a nonprofit, publicly funded, nonsectarian school in one of three ways:

1. as a school within a district, if authorized by the local board of trustees of a school district (LEA);
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 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: the Elementary and Secondary Education Act (ESEA); the Every Student Succeeds Act (ESSA); 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.

1. Charter schools must have open enrollment that includes:
 - a. giving all students an equal opportunity to attend

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- 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 are met with respect to students attending charter schools authorized by the district. A charter school's compliance with the IDEA, 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 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

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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)

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 are met with respect to students enrolled. Compliance with the IDEA, 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 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 shall ensure the petition includes:

1. provisions for 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

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education and related services that meet all the requirements of the IDEA. The petition should describe how the charter school 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 qualified special education personnel;
 - e. meet LRE requirements;
 - f. implement the IDEA 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; and
 7. provisions for notifying the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a charter school student.

Section 4. Charter Schools and Dual Enrollment

Under Section 33-204, Idaho Code, 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~~specially 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:

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1. enroll in general education courses under the same criteria and conditions as students without disabilities; and |
- 4.2. 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 Section 33-203, Idaho Code.

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 Section 33-1002B, Idaho Code;
2. district-to-agency contract funds under a provision of Section 33-2004, Idaho Code;
3. funds to serve high numbers of students with emotional disturbance under Section 33-2005, Idaho Code; and
4. state enhancement funding sources.

B. Federal Funds

The SDE disburses federal flow-through funds to all authorized local education agencies (LEAs).

1. Charter School 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

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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 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 five (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 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 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:

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- 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.

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 Child Count as required by IDEA.
 - 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.

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- 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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Note: For the purposes of this Manual, the term “private school student” is the same as a “nonpublic school student.” A homeschool 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 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.

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C. Definition of Unilateral Placement by Parents when FAPE is an Issue

A parent may enroll a student in a private school or provide services from a private provider at parental expense. The parent may 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

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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.
 - 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

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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 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 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.

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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 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.

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- 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) 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.

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- 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 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 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, 2017: **10**
- b. The number of public school children with disabilities on December 1, 2017: **90**
- c. Percentage of private school children with disabilities: A divided by A+B = **10%**

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- d. Total Part B funds allocated for school year 2017-2018: **\$150,000**
- e. Amount the district shall spend on providing special education and related services to parentally placed private school students in 2017-2018: **C x D = \$15,000**
- 1. State and local funds may supplement but may not supplant the proportionate amount of 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:

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- 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.

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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.

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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 enrolls the student in a private elementary or secondary school, 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 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

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- 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.

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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 (IDEA) requires that timely and meaningful consultation occur between the district and private school representatives.

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.

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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

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**Chapter 10
Improving Results**

This chapter reflects the changes in the IDEA 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 requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA 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 based on the indicators in the Idaho's State Performance Plan, posted online annually on the SDE website.

A. SDE Responsibility

As part of the SDE general supervision responsibilities, 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 accountability process includes:

1. measuring performance on goals both for the state and the districts;
2. monitoring based on district performance and compliance data with the IDEA, and progress made toward meeting state goals;
3. identifying districts in one of the following categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;
4. providing professional development and technical assistance statewide and targeted technical assistance to districts demonstrating the highest needs;
5. reporting to the public on the state and districts' performance on state goals; and
6. developing and submitting an Annual Performance Report/State Performance Plan, as needed, to address state performance on required goals.

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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, 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; and
3. adjust strategies, as needed, to meet goals and improve student outcomes.

Section 2. Comprehensive Early Intervening Services (CEIS)

Under the IDEA, 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.

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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 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. This handbook is available from the SDE Division of Certification.

The lists that follow are examples only. They do not include every possible position or licensing situation. For more information call the SDE Division of 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;

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- 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. Shortage of Personnel

If there is a shortage of 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:

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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 and 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 Non-Traditional Route to Certification: An individual may acquire interim certification through a computer-based non-traditional 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 creates a right of action for due process on behalf of a student or class of students for failure to employ qualified staff.

C. 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 (find the "Standards for Paraprofessionals Supporting Students with Special Needs" on the SDE website).

Appropriate duties to be performed by paraprofessionals are:

1. provide one-on-one services for students as specified in the students' IEP;
2. assist with classroom management and organizing materials;
3. provide assistance in a computer lab or media center;
4. conduct parental involvement activities;
5. act as a translator;

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6. assist in provision of services only under the direct supervision of a certified teacher or related service provider, specifically:
 - a. a teacher/related service provider plans instruction and evaluates student achievement; and
 - b. the paraprofessional works in conjunction with 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.

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 thirty-two (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).

| The district may encourage qualified 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.**

D. Educational Interpreters

The district may only employ an individual as an educational interpreter if they have met the state qualifications identified in Section 33-1304, Idaho Code. 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 (5) years.

E. 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

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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.

F. 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 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.

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**Chapter 11
Procedural Safeguards**

This chapter reflects changes in procedural safeguards as a result of the IDEA.

Section 1. Procedural Safeguards Notice

A parent/adult student has specific procedural safeguards given to him or her by the IDEA and state law. Each district has a document titled *Procedural Safeguards Notice* that is provided to parents/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

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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/adult student only once per year, except that a copy will be given to the parent/adult student:

1. upon an initial referral or parent/adult student request for evaluation;
2. upon the first occurrence of a filing of a due process hearing or 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, stepparent, 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:

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- a. a biological parent; 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 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.

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- 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; and
 - 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 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:

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- 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.
 - 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 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.

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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,

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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 requirements. Both the district and either parent have options under the IDEA to resolve disagreements, including SDE Dispute Resolution processes such as 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

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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/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/adult student, unless not feasible. The 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/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 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

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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. The district requests to bill Medicaid (with some exceptions). The 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, Section 33-133, Idaho Code; **or**
- 6. an IEP team reviews and revises a student's IEP. However, the parent/adult student may file a written objection if he or she disagrees with all or part of the changes to the IEP.

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D. Refusal to Give Consent

A 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/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/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/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 requesting a due process hearing. 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/adult student. Consent must be revoked in writing.

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Section 4. Written Notice

A. Definition

Written notice is the act of informing a 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/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/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/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 complaint procedures, or due process hearing procedures afforded by the IDEA. In addition, the 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

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- d. the provision of FAPE.
- 2. After the district's decision to refuse a parent's/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/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/adult student of the decision and the reasons for that decision. The 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 reviewing existing data as part of an evaluation or a reevaluation (however, the parent/adult student shall be afforded the opportunity to participate in the review of existing data);
- 2. when tests are administered to both general and special education students in a grade or class;
- 3. 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. if outside observation is in relation to teacher's general practices.

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E. Content of Written Notice

The content of written notice is intended to provide the 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/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/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, 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/adult student received the written notice, the changes to which the 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/adult student retains the right to exercise other procedures under the IDEA.

The parties may resolve a disagreement using methods such as holding additional IEP team meetings, or utilizing SDE Dispute Resolution processes, such as facilitation or mediation. If

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these attempts fail, the district may request a due process hearing regarding the proposed change. A 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 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 requirements.

The IDEA 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);
 - 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;

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- i. videotapes or audiotapes;
 - j. health data including medical assessments;
 - k. family background information;
 - l. transportation records;
 - 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;
 - 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.

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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/adult student before disclosing personally identifiable information:
 - a. to unauthorized individuals; or
 - b. for any purpose except as authorized by law.
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 request is not from a:
 - a. a 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/adult student will only be allowed to inspect, review, or be informed about the record of the student at issue.

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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/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/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.

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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/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/adult student for an explanation and interpretation of a record.
5. Provide a copy of education records if a 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. A fee may be charged for the copies, but not to search for or retrieve information. The district shall publish a schedule of fees it intends to charge.
6. Always provide a 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/adult student should be notified of the request for records at the last known address of the 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

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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 requirements. The district shall inform a parent/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.

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 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/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, or burning, under supervision of the staff member responsible for the records if not released to the parent/adult student. The records manager should maintain a log that documents the date of destruction or release of records.

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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/adult former student. When informing the parent/adult student of his or her rights, the district should remind the 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/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/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/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/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.

H. Students' Rights

When special education rights transfer to a student under the IDEA and Idaho Code, the FERPA rights regarding education records also transfer to the student. The district shall inform the parent/adult student that both the IDEA and FERPA rights regarding education records transfer

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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/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/adult student is entitled to only one IEE at public expense for each district evaluation.
2. The 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/adult student is not automatically entitled to have additional assessments beyond those determined necessary by the district for an evaluation. However, if parent/adult student is interested in additional or different assessments and the district refuses to provide them and provides written notice of refusal. The parent/adult student may request a due process hearing.
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/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/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;

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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 right to an IEE. Upon request, a list of qualified examiners who can conduct an IEE will be provided.

A 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/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. 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/adult student may pursue an IEE, but at his or her own expense.
2. If a 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/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/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.

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Documents
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Part B PROCEDURAL SAFEGUARDS NOTICE

Revised: June 2016

Dear Parent,

This document provides you with the required notice of the procedural safeguards available under the Individuals with Disabilities Education Act (IDEA) and U.S. Department of Education regulations. The IDEA, the Federal law concerning the education of students with disabilities, requires schools to provide the parent(s) of a child with a disability a notice containing a full explanation of the procedural safeguards available. A copy of this notice must be given only one time per school year, except that a copy must also be given:

- (1) Upon initial referral or your request for evaluation;
- (2) Upon receipt of your first State complaint and upon receipt of your first due process complaint 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.

Please contact the school district for more information on these rights.

For further explanation you may also contact:

Idaho Special Education Dispute Resolution, State Dept. of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6914 Toll-free: (800) 432-4601 V/TT: (800) 377-3529
Fax: (208) 334-2228
Web: www.sde.idaho.gov

For further assistance in matters relating to dispute resolution, you may contact:

<i>DisAbility Rights Idaho</i> <i>Boise Office</i> 4477 Emerald Street, Suite B-100 Boise, ID 83706-2066 Phone: (208) 336-5353 Toll-free: (800) 632-5125 Fax: (208) 336-5396 Web: disabilityrightsidaho.org	<i>DisAbility Rights Idaho</i> <i>Pocatello Office</i> 1246 Yellowstone Ave Suite A-3 Pocatello, ID 83201-4374 Phone: (208) 232-0922 Toll-free: (866) 309-1589 Fax: (208) 232-0938 Web: disabilityrightsidaho.org	<i>Idaho Parents Unlimited, Inc.</i> <i>(IPUL)</i> 4619 Emerald, Ste. E Boise, ID 83702 Phone: (208) 342-5884 Toll-free: (800) 242-IPUL (4785) V/TT: (208) 342-5884 Fax: (208) 342-1408 Web: ipulidaho.org
<i>Idaho Legal Aid Services</i> 1447 Tyrell Lane Boise, ID 83706 Phone: (208) 336-8980 Fax: (208) 342-2561 Web idaholegalaid.org	<i>Idaho State Bar Association</i> P.O. Box 895 Boise, ID 83701 Phone (208) 334-4500 Fax: (208) 334-4515 Web: isb.idaho.gov	<i>Wrightslaw Idaho Yellow Pages for Kids</i> Web: yellowpagesforkids.com/help/id.htm

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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.

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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.

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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 —

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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

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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.

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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, either: (a) File a

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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.

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CONFIDENTIALITY OF INFORMATION

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

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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.

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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***.

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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

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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.

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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.

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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.

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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***.

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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.

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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.

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;

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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.

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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,

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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.

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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-

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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

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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.

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|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.

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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;

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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.

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|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.

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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.

IDAPA 08.02.03.109.05g

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

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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).

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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**.

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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.

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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

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(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.

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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.

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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**

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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***).

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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.

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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).

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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.

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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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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 Section 33-205, Idaho Code and state and local policies. In addition to these rights, the IDEA 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/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 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 also suspended):
 - a. A school principal has the authority to order a temporary disciplinary suspension for up to five (5) school days.

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- 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 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 eligibility prior to the behavior that precipitated the disciplinary suspension; and
 - b. The parent/adult student asserts the right to FAPE.

Section 2. Actions Involving a Change of Placement for Disciplinary Reasons

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.

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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 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

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- 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.

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 by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others; and
 - b. 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 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

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. Educational services [FAPE] shall not cease during an injunction.

Section 3. FAPE Considerations

Services shall not cease and the district shall always provide FAPE to the student with a disability:

1. after a student with a disability is removed for ten (10) school days in the same school year and subsequent days of removal; and
2. there is a disciplinary change of placement.

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A. District Actions When There is Not a Change in Placement

1. Notify the 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 accommodations or adaptations 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 the 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. 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 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.

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D. Transportation

If the IEP team determines that special transportation is required as a related service it must be included in the IEP, all procedural safeguards under the IDEA 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/adult student and relevant IEP team members (as determined by the district and 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/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/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 student’s IEP;

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- b. any teacher observations; and
 - c. any relevant information provided by the parent/adult student.
3. Based on a review of the information, the district, parent, and relevant members IEP team as determined by the parent and the district, will determine if the conduct in question was:
 - a. caused by or had a direct and substantial relationship to the student's disability; or
 - b. 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 find 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 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 the BIP if one had previously been developed and modify it as necessary to address the behavior;
3. 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 the 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.

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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 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/adult student may request an expedited due process hearing if he or she:
 - a. disagrees with the determination that the behavior was not a manifestation of the student's disability;
 - b. disagrees with any decision of the IEP team regarding a change of placement during a disciplinary proceeding; or
 - c. 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 (by the 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/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.



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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 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/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/adult student is unable to write or has a disability that prevents a written statement.
- b. The 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/adult student did not give written consent for an evaluation.
- c. The parent/adult student refused special education services.

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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/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 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.

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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

Section 33-209, Idaho Code, 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**

On occasion, conflicts arise between school districts and families. Several mechanisms are available through the State Department of Education (SDE) to assist in resolving a dispute. The processes are facilitation, informal conflict resolution, mediation, 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 SDE accepts requests for facilitation, informal conflict resolution, and mediation by telephone and e-mail. State complaints and due process hearings are accepted via fax, mail, 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.

Requests for dispute resolution should be directed to the Dispute Resolution Coordinator (DRC) at:

Special Education Dispute Resolution

Idaho State Dept. of Education

P.O. Box 83720
Boise, ID 83720-0027
(208) 332-6914
(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

Boise Office:
4477 Emerald St., Ste B-100
Boise, ID 83706-2066
(208) 336-5353
(208) 336-5396 (fax)
(800) 632-5125 (toll-free)
Web:disabilityrightsidaho.org

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DisAbility Rights Idaho

Pocatello Office:
1246 Yellowstone Avenue, Suite A-3
Pocatello, ID 83201-4374
(208) 232-0922
(208) 232-0938 (fax)
(866) 309-1589 (toll-free)

Idaho Parents Unlimited (IPUL)

4619 Emerald, Ste. E
Boise, ID 83702
(208) 342-5884
(208) 342-1408 (fax)
(800) 242-IPUL (4785) (toll-free)
V/TT: 208-342-5884
Web: *ipulidaho.org*

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Section 1. Facilitation

A. Definition of Facilitation

Facilitation is a voluntary process during which dispute resolution contracted individual or individuals 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. Facilitation supports early dispute resolution by providing assistance to the team before a conflict develops into a formal dispute. A facilitator is trained to help teams focus on key issues and move toward productive outcomes. Because the facilitator is not a member of the team, he or she can act as a neutral and impartial third-party providing balance, offer an outsider's perspective on the process, and help parties to be 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.

B. Facilitation Requests

A request for facilitation may be made by either a parent/adult student or a designated district representative, such as the director of special education. Facilitation may be requested for any IDEA-related meeting including: eligibility meetings; annual or amended IEP team meetings; due process hearing meetings such as resolution sessions or settlement meetings; as well as manifestation determination meetings.

Requests for facilitation should be made at least two weeks in advance to the meeting. Upon the request for facilitation, the Dispute Resolution Coordinator (DRC) will immediately contact the other party for approval. As facilitation is voluntary, both parties must agree to facilitation for the process to go forward. The DRC 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 help 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 to establish the agenda and identify 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 teams, serve as definitive experts on IDEA 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.

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Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors.

D. Dispute Resolution Facilitators

Facilitators are trained in effective conflict resolution processes, communication, negotiation, problem-solving, 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 DRC may appoint one or two individuals to serve as facilitator(s) of a 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.

E. Facilitation Timelines

The DRC 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. Informal Conflict Resolution

A. Definition of Informal Conflict Resolution

Informal conflict resolution is offered 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 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.

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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 DRC 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.

Upon request for informal conflict resolution, the DRC or the assigned facilitator will contact all parties to schedule the meeting. Because informal conflict resolution is voluntary, both parties must verbally state their agreement to participate for the process to go forward. Informal conflict resolution can be conducted by dispute resolution contractors or dispute resolution staff as assigned by the DRC. Informal conflict resolution is offered 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 discouraged, and a school district may not have legal representation present if a parent/adult student does not.
3. The DR office 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 DRC 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 state or federal court. Facilitators shall not be called to testify in due process hearings or civil proceedings regarding facilitated meetings they have conducted as dispute resolution contractors. The facilitator may require a confidentiality agreement be signed by participants.

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F. Nature of Agreements

An agreement reached by the parties through informal conflict resolution, whether memorialized in writing or agreed to verbally, are self-enforced and not enforceable by the SDE.

Section 3. Mediation

A. Definition of Mediation

Mediation is a confidential and voluntary process where a trained neutral and impartial third-party provides a structure for parents/adult students and district personnel to identify areas of agreement and work to resolve points of disagreement concerning the identification, evaluation, educational placement, or provision of FAPE. Mediation aims to build positive working relationships, encourage mutual understanding, and help the parties focus on their common interest—the student.

While discussions in mediation are not discoverable in due process hearing or court process, and parties are provided a Notification of Confidentiality (see the *Notification of Confidentiality* form in the Documents section of this chapter), 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.

B. Mediation Requests

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. The DRC will screen all mediation requests to determine the appropriateness of the process for each individual case. Mediation is automatically offered 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 Dispute Resolution office will contact all parties to schedule the mediation. Because mediation is voluntary, both parties must verbally agree to mediate for the process to go forward. Mediators are selected by the DRC from a list of trained professionals. Mediation is provided at no charge to the district or to the parent/adult student.

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C. 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 who 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 discouraged. A district may not have legal representation present if a parent/adult student does not.
6. The Dispute Resolution office will retain copies of the signed agreement, if an agreement is reached. No other records of the mediation will be kept by the SDE.
7. The mediator will provide signed copies of the agreement, if an agreement is reached, to each party and the Dispute Resolution office. (See the *Mediation Agreement* form in the Documents section of this chapter).
8. 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 and parties approve 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 Dispute Resolution office of the decision to withdraw the due process hearing request.
10. If for any reason the mediation does not end in a written agreement, the mediator will provide each party and the Dispute Resolution Coordinator with a statement certifying that mediation occurred but no agreement was reached.
11. Either party has the option to end the mediation at any time.

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D. Dispute Resolution Mediators

Dispute resolution mediators 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 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;
 - 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 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, co-mediators may not be used.

E. Mediator Role

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: establishes the ground rules for all parties to follow; guides the process; encourages open and honest communication; ensures that each party is heard; phrases information and summarizes issues; and facilitates the writing of the agreement.

F. Mediation Timelines

The DRC will appoint a mediator within three (3) business days of all parties agreeing to mediate. 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.

G. Confidentiality

Discussions that occur during the mediation process cannot be used as evidence in any subsequent due process hearing or civil proceeding. Parties in the mediation process will be

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provided a copy of the *Notification of Confidentiality* form. (See the *Notification of Confidentiality* in the Documents section of this chapter).

H. Mediation Agreement

An agreement reached by the parties through mediation shall be set forth in writing and is enforceable in state and federal courts.

Section 4. State Complaints

A. Definition of State Complaint

State complaints can be filed by any individual or organization alleging any violation of the IDEA, including an alleged failure to comply with a previous due process hearing decision. 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 filing party must provide a written complaint that includes the name and contact information of the complainant, the 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 Dispute Resolution office. IDEA allows sixty (60) days to resolve the complaint with mediation, investigation and final report, or a pre-investigation corrective action plan (CAP).

The DRC determines whether the complainant's submission meets the IDEA requirements for a complaint. If the complaint is ruled insufficient, the complainant will be notified in writing. The DRC 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. If investigated, a written decision will be provided to the complainant and the district addressing each allegation, findings of fact, conclusions, and any corrective actions ordered.

B. Filing a State Complaint

The state complaint will be accepted if received by mail, fax, hand delivery, or scanned and attached to an email with the complainant's signature included. Reasonable accommodations will be provided 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). The DRC will develop allegations of violation of IDEA for investigation from the submitted complaint.

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C. Methods of Resolving State Complaints

Mediation will be offered in a case regarding an individual student. 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 state complaint may be achieved through one or more of the following processes:

1. **Verification of resolution:** Upon receipt of the allegations determined by the complaint investigator and the DRC, the district may submit information to document that one or more of the allegations of the complaint have been resolved. The Dispute Resolution office 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 DRC 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, an investigation will be conducted on unresolved allegations.
3. **Investigation:** The SDE will appoint a complaint investigator to the case who will conduct a fact finding investigation which may include interviews and reviews of files, correspondence, and other information. An onsite investigation may occur as part of the investigation. The complaint investigator will submit his or her findings of fact, conclusions, and, in coordination with the SDE, identify appropriate corrective actions, if required.

D. State Complaint Procedures

Upon receipt of a written state administration complaint, the DRC will ensure the following procedures are followed:

1. Verify proper filing procedures were followed and determine if the complaint meets established criteria, including sufficient allegations of violation of IDEA (as developed by the DRC from the submitted complaint) and facts within five (5) business days. The complainant will be notified if a submission is insufficient to process as a complaint. The complainant will be given the opportunity to submit additional information about the allegations, whereas upon receipt of the additional information, the sixty (60) day timeline for completion will start.
2. The district (specifically the superintendent, the special education director, and the school board chair) will be notified by the DRC that the complaint has been received and what, if any, allegations have been accepted for investigation within ten (10) business days of receiving the complaint. The school district is given an opportunity to respond to the complaint and may initiate within fourteen (14) days of receipt of

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the complaint a corrective action proposal (CAP) to resolve all or some of the allegations in the complaint, subject to DRC 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 Dispute Resolution office. 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.

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. Complainants will be given an opportunity to provide additional information about the allegations, either orally or in writing.
6. 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. Any issue not a part of a due process action will be resolved following the state complaint procedures and timelines.
7. The Dispute Resolution office will investigate a complaint alleging that a final hearing officer decision is not being implemented by a public agency.
8. A final report of the investigation 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 a sufficient complaint (see D.1). This time period may be extended, but only under exceptional circumstances, which shall be documented by the DRC, or if the complainant and public agency agree to extend the time to engage in mediation or other alternative dispute resolution procedures.
9. 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 FAPE, which may include the award of compensatory services, monetary reimbursement or other corrective action as appropriate to the needs of the student;

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- b. the future provision of services to be considered by an IEP team for the student with a disability, when appropriate; and
 - c. the provisions of technical assistance, documentation of compliance, or written assurances, if needed.
10. 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. A complaint investigation final report cannot amend a student's IEP.
 11. The Dispute Resolution office 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 5. Due Process Hearings

A. Definition

A due process hearing request involves an allegation or a series of allegations by either a parent/adult student or the district on issues relating to the identification, evaluation, educational placement, and the provision of FAPE.

The due process hearing is overseen by a hearing officer appointed by the DRC. At the due process hearing, the parent/adult student presents evidence, cross examines witnesses, and presents the 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 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. Mediation is offered 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 remain in effect.

B. Due Process Hearings and Expedited Due Process Hearings

Idaho's due process system has two settings for due process hearings: a regular due process hearing and an expedited due process hearing.

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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 an administrative hearing to resolve disputes concerning discipline and/or placement related to discipline.

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 all of the general information, issue(s), and resolution(s) information required in the *Due Process Hearing Request Form*. Reasonable accommodations will be provided 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 Dispute Resolution office. 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 and the SDE.

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.
 - a. A due process hearing shall be initiated within two (2) years of the date the 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/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.
 - b. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if the district proposes to initiate or change any of these matters, or if the district refuses the parent's/adult student's request to initiate or change any of these matters.
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:

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- a. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;
- 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;
- c. the placement of 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;
- d. a determination whether an evaluation conducted by the district was appropriate or whether an evaluation obtained by a parent/adult student meets the criteria for a publicly funded Independent Educational Evaluation (IEE);
- e. resolution if a parent/adult student disagrees with an IEP or placement change by the district, where the parent/adult student filed 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, thereby stopping the implementation of the proposed change. If resolution through additional IEP meetings or mediation fails to resolve the disagreement, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. (Note: 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); or
- f. a determination if a proposed IEP is appropriate even if the parent/adult student has not filed a formal objection.

D. Hearing Officer Appointment

- 1. The hearing officer shall be appointed within ten (10) calendar days of the SDE receiving the due process hearing request or within five (5) business days of an expedited hearing. Hearing officers are selected from a list of specially trained and impartial professionals. A list of qualifications for each hearing officer is kept by the DRC.
- 2. The hearing officer must not be a member of the district school board, an employee of the school district, or an employee of the SDE.
- 3. The hearing officer must not have a personal or professional interest that conflicts with the objectivity required of a hearing officer.

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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. The district will pay for all actual expenses incurred by the hearing officer and for the cost of a verbatim transcript of the hearing, if requested by the parent. The hearing officer will be compensated at rates set by the SDE.

E. Due Process Hearing Policies

After a due process request is filed by the parent/adult student or the district, the following procedures will be followed.

1. The Dispute Resolution office 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.
 - 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/adult student's complaint, the district must, within ten (10) calendar days of receiving the request, send the response to the parent/adult student a letter 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.

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4. The district shall inform a parent/adult student of any free or low-cost legal or other relevant services available to him or her and provide a copy of the Procedural Safeguards if a due process hearing is requested or if the parent/adult student requests such information.
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.
 - a. A resolution meeting includes 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 DRC will provide a contractor specially trained in facilitating a resolution session or a contracted mediator, if requested. Either process requires approval by both parties.
 - d. The purpose of the meeting is for the 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.
 - 1) If a resolution is reached regarding the issues raised in the request for a due process hearing, the district representative and the parent/adult student will sign a 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/adult student after reasonable efforts have been made and documented, at the conclusion of the thirty (30) calendar day resolution period the district may request that the

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hearing officer dismiss the parent's/adult student's due process hearing request.

- g. A 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 DRC and to the hearing officer when the resolution meeting is to be held, or provide documentation indicating it was waived by both parties, or provided 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/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 DRC and the assigned hearing officer immediately.

F. The Due Process Hearing

1. Hearing Preparation

- a. A parent/adult student will be allowed to inspect and review reports, files, and records pertaining to the student 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/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.

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- b. Not less than five (5) business days prior to a due process hearing, each party will disclose to all other parties: evaluations completed by that date; recommendations based on those evaluations intended to be used at the hearings; copies of exhibits 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/adult student, district officials, and the SDE. The hearing shall be conducted at a time and place reasonably convenient to the 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.
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. 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/adult student and district personnel may be accompanied and advised by legal counsel properly licensed in Idaho.
 - c. A 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. Each party has 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 DRC for resolution.

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h. An audio recording of the hearing will be made. The parent/adult student may formally request a written verbatim transcript. The parent/adult student may choose an electronic verbatim record instead. If transcribed, the district will pay the transcription costs, and a copy of the transcript will remain with the SDE.

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/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.
- c. The hearing officer's 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 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/adult student at no cost. Copies will also be mailed to the district superintendent, the DRC, and representatives of the district.

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- f. 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.
- g. Nothing in this section can be interpreted to prevent a 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.
- 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/adult student agree otherwise.
 - 2) The stay put placement continues during any subsequent appeals unless a hearing officer agrees with a 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.

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- 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 6. Expedited Due Process Hearings

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 Request

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*. Reasonable accommodations will be provided 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/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.

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

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non-requesting party, the party filing the request shall simultaneously send a written copy to the DRC 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 Decision

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 DRC will appoint a hearing officer within 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.
5. Any party may prohibit the introduction of any evidence at the hearing that was not disclosed at least five (5) business days before the hearing.
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 and no extensions may be granted by the hearing officer.
7. A written decision will be mailed to both parties by the Dispute Resolution office.
8. A party may appeal the decision in an expedited due process hearing in the same way as 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/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:

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1. 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 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 findings are in favor of the parent/adult student, the change of placement cannot occur. The IEP team will need to determine the extent of services appropriate to meet the student's individual needs, as well as address the student's behavior. If the hearing officer finds for the district, the district may use the same disciplinary procedures, including expulsion, available for any other student, except that FAPE 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 (3). 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 7. Appeals and Civil Action

An appeal to state court shall be filed within twenty-eight (28) days from the date of issuance of the hearing officer's decision; 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.

A party must exhaust administrative remedies before initiating a civil action under IDEA unless otherwise determined by the court. However, nothing in the IDEA 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 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

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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 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/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/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/adult student is not more favorable to the 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/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:

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1. during the course of the action or proceeding, the parent/adult student or his or her attorney unreasonably extended the final resolution;
2. 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 time spent and legal services rendered were excessive considering the nature of the action;
4. the attorney representing the 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/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/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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Documents
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MEDIATION AGREEMENT

Student's Name _____ Date of Birth _____ Sex _____

Parent's Name _____

Phone (Home) _____ (Work) _____ (Cell) _____

School District or Agency _____

Address: _____ Street _____ 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)

TERMS OF AGREEMENT

(USE ADDITIONAL PAGES AS NEEDED)

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If applicable, we agree that this Mediation Agreement will serve to amend the existing Individualized Education Program. Yes _____ *Initials* No _____ *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)

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NOTIFICATION OF MEDIATION CONFIDENTIALITY

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.

IDEA requires that all discussions that occur during a mediation will remain confidential and will not be used as evidence in any subsequent due process hearing or civil proceeding [*34 CFR 300.506 (b)(8)*]. All parties in the mediation will receive a copy of this Notification of Confidentiality.

1. The mediator or any prior approved SDE observer cannot be called as a witness or be deposed in any subsequent due process hearing or civil proceeding;
2. In order to maintain the confidentiality of the process, the mediator will collect personal notes of the participants to be destroyed at the conclusion of the mediation session;
3. No recording of the mediation session will be made;
4. The only record retained of the mediation will be the written mediation agreement if one results and this notification of confidentiality. If parties come to an 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. However, the mediator will not make any other report to the SDE;
5. The mediator is responsible for collecting and retaining the acknowledgment of mediation and the signed written agreement if one results.
6. The confidentiality of the mediation continues even if an agreement is not reached.

NOTIFICATION GIVEN TO:

MEDIATOR: _____

DATE: _____

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FORM FOR FILING A STATE COMPLAINT

Please submit any request for a state complaint to the Dispute Resolution Coordinator, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. The alleged violations may not be older than one year (365 days) 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: _____ Email: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Relationship to Student: _____

Name of District /Agency Complaint Is Against: _____

Student Information:

Student Name: _____

District Information:

District Contact: _____

Address: _____

Address: _____

City: _____ Zip: _____

City: _____ Zip: _____

Telephone: _____

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:

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- B. Description of Problem:** Provide a description of the specific issues related to the alleged violation(s) of Part B the Individuals with Disabilities Education Act (IDEA). Include statements of fact relating to the alleged violation(s). (Attach additional pages if needed.)

- C. Resolution:** Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

Signature of Complainant

Title or Relationship to Student

Date

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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, 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: _____ Email: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Name of District/Agency Hearing Request Is Against: _____

Student Information:

Student Name: _____

District Information:

District Contact: _____

Address: _____

Address: _____

City: _____ Zip: _____

City: _____ Zip: _____

Telephone: _____

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: _____

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- 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.)

- C. Resolution:** Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

Signature of Individual Requesting Hearing Title or Relationship to Student Date

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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: _____ Email: _____

Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Parent/Guardian of Student: _____

Address: _____ City: _____

Zip: _____ Telephone: (Hm) _____ (Wk) _____ (Cell) _____

Name of District/Agency Hearing Request Is Against: _____

Student Information:

Student Name: _____

District Contact: _____

Address: _____

Address: _____

City: _____ Zip: _____

City: _____ Zip: _____

Date of Birth: _____

Telephone: _____

School Student Attends: _____

Student's Grade: _____

(Complete if the information is available)

Student's Attorney: _____

(Complete if the information is available)

District's Attorney: _____

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- 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.)

- C. Resolution:** Please provide your suggestions for solving the problem. (Attach additional pages if needed.)

Signature of Individual Requesting Hearing Title or Relationship to Student Date

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SUBJECT

Proposed Rule – Docket No. 08-0203-1705, Rules Governing Thoroughness, Incorporated by Reference – Idaho Content Standards

REFERENCE

August 2008	Board approved updated Content Standards in Driver Education.
April 2009	Board approved updated Content Standards in Science.
April 2010	Board adopted revised Content Standards in Information and Communication Technology.
August 2015	Board approved updated Science standards (rejected by legislature).
December 2016	Board approved updated Science Content Standards (partially rejected by legislature)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Organization Specific Policies & Procedures, Section IV.B.9
Section 33-1612, Idaho Code
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders for possible revision. These standards provide a consistent foundational level of academic expectation at each grade level in a number of content areas across Idaho's public schools. Proposed rule Docket No. 08-0203-1705 provides for the amendment of the Idaho Content Standards for Science, Driver Education, and Information and Communication Technology. While the review cycle applies to the Idaho Content Standards for Driver Education and Information and Communication Technology, the Idaho Content Standards for Science have been in review and revision since 2015.

The Idaho Legislature rejected the Idaho Content Standards for Science in Spring 2016, citing the need for additional public input. The State Department of Education (Department) began negotiated rulemaking in April 2016, which included solicitation of public comment online and through state-wide, face-to-face meetings and meetings of the science standards working committee. The resulting science standards included substantial revisions of structure and organization, including eliminating correlations to Idaho Content Standards in Mathematics and

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English Language Arts and Literacy, as well as other correlations to engineering practices. In addition, the committee made revisions to the standards to accommodate and address concerns of stakeholders and legislators regarding how ideas describing impacts on the earth and age of the earth are expressed.

The revised science standards were presented to the 2017 Legislature as a temporary rule, and the standards were approved with the exception of five (5) paragraphs dealing with human impacts on the environment. The Department was asked to gather additional public comment and consider revisions to the five (5) paragraphs that address both positive and negative impacts.

The Department published a Notice of Intent to Promulgate Rules in the April 5, 2017, edition of the Administrative Bulletin to initiate negotiated rulemaking. Six (6) public meetings were held across the state between April 11 and 20, 2017, and an online comment form was posted to the Department's website. Approximately 65 verbal comments were received during the public meetings, all regarding science standards. Of the approximately 950 written comments received by mail, email, and through the SDE's online comment form, all but a few specifically addressed the science standards. The vast majority of the science content standards comments spoke in favor of retaining the language in the five (5) removed paragraphs with little or no change. Two (2) written comments were received for driver education content standards.

The science standards working committee reconvened on May 12, 2017, and made revisions to the science standards addressing discussion of problems of human impacts and potential methods for mitigation.

IMPACT

These changes to the Idaho Content Standards for Driver Education, Information and Communication Technology, and Science will have no discernible financial impact other than the cyclical and expected nature of adopting new curriculum when any content standards undergo significant change.

While changes in Driver Education and Information and Communication Technology are relatively minor, the shift in Science is significant as it focuses on students demonstrating deep knowledge of scientific principles and processes by engaging directly in 'doing' science. This emphasis on performance and learning by doing is a paradigm shift with direct implications for growing a scientifically literate citizenry and workforce. It also reflects the deep interest and profound concern in raising the bar in science education indicated by several years of public and legislative input. The revised standards as a foundation of an integrated educational system are the first step in a necessary and synchronous series of ongoing efforts involving professional learning for educators centered on supporting instructional shifts, curricular material review, and development of high cognitive demand, valid, and reliable assessments deeply aligned to the standards.

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ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1705	Page 5
Attachment 2 – Revised Idaho Science Content Standards	Page 9
Attachment 3 Science Standards Crosswalk	Page 121
Attachment 4 – Revised Idaho Driver Education Content Standards	Page 135
Attachment 5 – Revised Idaho Information and Communication Technology Content Standards	Page 147
Attachment 6 – Information and Communication Technology Content Standards Crosswalk	Page 161

STAFF COMMENTS AND RECOMMENDATIONS

Idaho's science content standards were last updated in 2009. During the 2015 rulemaking cycle new science standards were adopted by the Board and incorporated by reference into Administrative Code. When the rules and incorporated science standards were presented during the 2016 legislative session Senate and House Education Committee members expressed concern that the public may not have had enough opportunity to provide feedback on the new standards. The rule was rejected, and it was requested that it be brought back again for consideration in 2017. The standards were rejected by the Legislature to provide for additional comment and vetting. At the December 2016 Board meeting the Department brought forward a temporary rule incorporating amended science content standards into administrative rule for the Board's consideration. The temporary rule was approved by the Board and forwarded to the 2017 Legislature for consideration and extension to allow for the negotiated rulemaking process to be conducted during the next year. The 2017 Legislature granted the extension to the majority of the rule and rejected sections that were considered to provide a partial view of human impact on the environment. The Legislature requested that when the rule was brought back in 2018 that sections regarding the human impact on the environment take into effect both negative and positive aspects, rather than only negative.

The temporary rule extended by the 2017 Legislature will expire at the end of the 2018 legislative session. The proposed rule is needed as part of the rulemaking process for establishing a "permanent" rule. Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

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BOARD ACTION

I move to adopt the revised Idaho Science Content Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to adopt the revised Idaho Driver Education Content Standards as submitted in Attachment 4.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to adopt the revised Idaho Information and Communication Technology Content Standards as submitted in Attachment 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve proposed rule Docket No. 08-0203-1705, Rules Governing Thoroughness, Incorporation by Reference, Idaho Content Standards, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**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.** Arts and Humanities Categories:
 - i. Dance, as revised and adopted on August 11, 2016;
(3-24-17)
 - ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016;
(3-24-17)
 - iii. Media Arts, as adopted on August 11, 2016.
(3-24-17)
 - iv. Music, as revised and adopted on August 11, 2016;
(3-24-17)
 - v. Theater, as revised and adopted on August 11, 2016;
(3-24-17)
 - vi. Visual Arts, as revised and adopted on August 11, 2016;
(3-24-17)
 - vii. World languages, as revised and adopted on August 11, 2016.
(3-24-17)
 - b.** Computer Science, adopted on November 28, 2016.
(3-24-17)

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- c. Driver Education, as revised and adopted on August 21, 200810, 2017. (3-29-10)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on April 22, 2010August 10, 2017. (4-7-11) (4-2-15-16)T
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on December 15, 2016August 10, 2017. (4-2-15-16)T
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. Career Technical Education Categories:
 - i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
 - ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
 - iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
 - iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
 - v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
 - vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

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 Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on April 20, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-20-17)T

05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

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

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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 September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T

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 [Error! Hyperlink reference not valid..](#) (4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

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IDAHO CONTENT STANDARDS

KINDERGARTEN

SCIENCE

Standard 1: Nature of Science

Students explore the process of scientific investigation through observations and collection of data over time.
Students follow instructions and work with others.

Goal 1.1: Understand Systems, Order, and Organization

No objectives at this grade level.

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.1.2.1 Make observations and collect data. (528.01.a)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.1.3.1 Measure in non standard units. (528.02.b)

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.1.4.1 Apply the concepts of yesterday, today, and tomorrow. (528.03.a)

Goal 1.5: Understand Concepts of Form and Function

No objectives at this grade level.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.1.6.1 Make observations. (529.01.a)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.1.7.1 Use cooperation and interaction skills. (538.01.a)

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.1.8.1 Follow instructions. (538.02.a)

Standard 2: Physical Science

Students use their senses to investigate the organizational patterns in the world around them and describe a variety of objects.

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Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.2.1.1 Use senses to describe matter. (530.01.a)

Goal 2.2: Understand Concepts of Motion and Forces

No objectives at this grade level.

Goal 2.3: Understand the Total Energy in the Universe is Constant

No objectives at this grade level.

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students observe plants and animals and describe their characteristics.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.3.1.1 Observe and describe the characteristics of plants and animals. (532.01.a)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.3.2.1 Describe the difference between living and non-living things. (533.01.a)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

No objectives at this grade level.

Standard 4: Earth and Space Systems

Students make and describe observations of seasonal changes.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Kindergarten, the student will be able to:

K.S.4.1.1 Name the four seasons. (534.01.a)

K.S.4.1.2 Place the four seasons in order. (534.01.a)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

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Standard 5: Personal and Social Perspectives; Technology

~~Students describe local environments~~

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.5.1.1 — Describe characteristics of a man-made environment (home, school...). (536.01.a)~~

Goal 5.2: Understand the Relationship between Science and Technology

~~No objectives at this grade level.~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

~~No objectives at this grade level.~~

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IDAHO CONTENT STANDARDS

GRADE 1

SCIENCE

Standard 1: Nature of Science

Students explore the process of scientific investigation through observations and data collection, using standard and non-standard units of measurement. Students follow multi-step instructions and work with others.

Goal 1.1: Understand Systems, Order, and Organization

No objectives at this grade level.

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations

Objective(s): By the end of Grade 1, the student will be able to:

1.S.1.2.1 Make observations, collect data, and use data. (543.01.a)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 1, the student will be able to:

1.S.1.3.1 Measure in both standard and non-standard units. (543.02.b)

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of Grade 1, the student will be able to:

1.S.1.4.1 Explain the concepts of past, present, and future. (543.03.a)

Goal 1.5: Understand Concepts of Form and Function

No objectives at this grade level.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 1, the student will be able to:

1.S.1.6.1 Make and record observations. (544.01.a)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Grade 1, the student will be able to:

1.S.1.7.1 Demonstrate cooperation and interaction skills. (553.01.a)

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 1, the student will be able to:

1.S.1.8.1 Follow multi-step instructions. (553.02.a)

Standard 2: Physical Science

Students describe properties of common objects and how movement is a change of position.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

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Objective(s): By the end of Grade 1, the student will be able to:

1.S.2.1.1 — Describe properties of objects. (545.01.a)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Grade 1, the student will be able to:

1.S.2.2.1 — Describe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall) (545.02.a)

Goal 2.3: Understand the Total Energy in the Universe is Constant

No objectives at this grade level.

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students describe the life cycles of living things and how they survive in their environment.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Grade 1, the student will be able to:

1.S.3.1.1 — Describe the life cycle of a plant (seed, growth, reproduction, death). (547.01.a)

1.S.3.1.2 — Describe the life cycle of an animal (birth, development, reproduction, death). (547.01.a)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 1, the student will be able to:

1.S.3.2.1 — State that living things need food to survive. (548.01.a)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

No objectives at this grade level.

Standard 4: Earth and Space Systems

Students describe characteristics for each season and the cycle of the seasons.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 1, the student will be able to:

1.S.4.1.1 — Identify the four seasons and their characteristics for a local region. (549.01.a)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

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Standard 5: Personal and Social Perspectives; Technology

Students describe characteristics of the local environment.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 1, the student will be able to:

1.S.5.1.1 Identify the characteristics of local natural environments. (playground, backyard). (551.01.a)

Goal 5.2: Understand the Relationship between Science and Technology

No objectives at this grade level.

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

No objectives at this grade level.

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IDAHO CONTENT STANDARDS

GRADE 2

SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students identify questions that can be answered through observation, collection, recording, and analysis of data. Students explain that the shape of an item is determined by its function. Students follow multi-step instructions, work cooperatively and use communication skills.

Goal 1.1: Understand Systems, Order, and Organization

No objectives at this grade level.

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.2.1 — Make observations, record and interpret data. (558.01.a)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.3.1 — Measure in standard and non-standard units. (558.01.b)

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.4.1 — Apply the concepts of past, present, and future. (558.03.a)

Goal 1.5: Understand Concepts of Form and Function

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.5.1 — Identify shape and use of objects. (558.04.a)

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.6.1 — Identify questions to be investigated. (559.01.a)

2.S.1.6.2 — Make observations. (559.01.b)

2.S.1.6.3 — Analyze information and evidence. (559.01.d)

2.S.1.6.4 — Communicate observations. (559.01.f)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.7.1 — Practice cooperation and interaction skills. (568.01.a)

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Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 2, the student will be able to:

2.S.1.8.1 Follow multi step instructions. (568.02.a)

Standard 2: Physical Science

Students describe objects by their properties and explain the affect motion has on an object.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 2, the student will be able to:

2.S.2.1.1 List properties of an object. (560.01.a)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Grade 2, the student will be able to:

2.S.2.2.1 Explain how force affects the position and motion of objects. (560.01.a)

Goal 2.3: Understand the Total Energy in the Universe is Constant

No objectives at this grade level.

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students list the basic needs of animals.

Goal 3.1: Understand the Theory of Biological Evolution

No objectives at this grade level.

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 2, the student will be able to:

2.S.3.2.1 Identify four basic needs of all living things (food, shelter, water, space). (563.01.a)

2.S.3.2.2 Discuss how animals are suited to live in different habitats. (547.01.b)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

No objectives at this grade level.

Standard 4: Earth and Space Systems

Students describe weather conditions.

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Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 2, the student will be able to:

2.S.4.1.1 — Describe the characteristics of different weather conditions. (564.01.b)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

Students compare man-made and natural environments. Students identify scientific tools.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 2, the student will be able to:

2.S.5.1.1 — Compare and contrast man-made and natural environments. (566.01.a)

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 2, the student will be able to:

2.S.5.2.1 — Identify tools people have invented for everyday life and for scientific investigations. (565.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

No objectives at this grade level.

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IDAHO CONTENT STANDARDS

GRADE 3

SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Grade 3, the student will be able to:

3.S.1.1.1 Label the parts of a system. (573.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations

Objective(s): By the end of Grade 3, the student will be able to:

3.S.1.2.1 Make observations, collect data and evaluate it. (573.02.a)

3.S.1.2.2 Replicate and/or use models. (573.02.b)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 3, the student will be able to:

3.S.1.3.1 Measure changes that occur. (573.03.b)

3.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units. (573.03.c)

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives at this grade level.

Goal 1.5: Understand Concepts of Form and Function

Objective(s): By the end of Grade 3, the student will be able to:

3.S.1.5.1 Describe the relationship between shape and use. (573.05.a)

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 3, the student will be able to:

3.S.1.6.1 Identify questions that can be answered by conducting scientific tests. (574.01.a)

3.S.1.6.2 Conduct scientific tests (574.01.b)

3.S.1.6.3 Use appropriate tools and techniques to gather and display data. (574.01.c)

3.S.1.6.4 Use data to construct a reasonable explanation. (574.01.d)

3.S.1.6.5 Make simple predictions based on data. (574.01.e)

3.S.1.6.6 Identify logical alternative explanations. (574.01.f)

3.S.1.6.7 Communicate the results of tests to others. (574.01.g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives at this grade level.

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Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.1.8.1 — Read and give multi-step instructions. (583.02.a)

Standard 2: Physical Science

Students use scientific instruments to describe the physical properties of the three states of matter.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.2.1.1 — Use instruments to measure properties. (575.01.a)
3.S.2.1.2 — Identify the physical properties of solids, liquids, and gases. (575.01.b)
3.S.2.1.3 — Explain that heating and cooling can cause changes of state in common materials. (575.01.c)

Goal 2.2: Understand Concepts of Motion and Forces

No objectives at this grade level.

Goal 2.3: Understand the Total Energy in the Universe is Constant

- 3.S.2.3.1 — Identify potential and kinetic energy. (590.03.a)

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.3.1.1 — Describe the adaptations of plants and animals to their environment. (577.01.a)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 3, the student will be able to:

- 3.S.3.2.1 — Describe the energy needed for living systems to survive. (578.01.a)
3.S.3.2.2 — Compare and contrast the energy requirements of plants and animals. (593.01.a)
3.S.3.2.3 — Label a food chain that shows how organisms cooperate and compete in an ecosystem. (578.01.b)
3.S.3.2.4 — Diagram the food web and explain how organisms both cooperate and compete in ecosystems. (593.01.b)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

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No objectives at this grade level.

Standard 4: Earth and Space Systems

~~Students explore the relationship between the sun and Earth.~~

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 3, the student will be able to:

3.S.4.1.1 Explain the reasons for length of a day, the seasons, and the year on Earth. (594.01.a)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

~~Students identify local environmental issues. Students identify the relationship of tools to scientific investigation.~~

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 3, the student will be able to:

3.S.5.1.1 Identify local environmental issues. (581.01.a)

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 3, the student will be able to:

3.S.5.2.1 Describe how technology helps develop tools. (580.01.a)

3.S.5.2.2 Describe the development of tools over time. (580.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 3, the student will be able to:

3.S.5.3.1 Explain the concept of recycling. (581.03.a)

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IDAHO CONTENT STANDARDS

GRADE 4

SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments, analyze alternative explanations and communicate results of tests. Students analyze and follow multi-step instructions.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.1.1.1 Explain that a system consists of an organized group of related objects that form a whole. (588.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.1.2.1 Make and record observations then analyze and communicate the collected data. (588.02.a)
4.S.1.2.2 Define observations and inferences. (588.02.b)
4.S.1.2.3 Make, describe and/or use models. (588.02.e)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.1.3.1 Describe how changes occur and can be measured. (588.03.b)
4.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units. (588.03.c)

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives at this grade level.

Goal 1.5: Understand Concepts of Form and Function

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.1.5.1 Explain the relationship between shape and use. (588.05.a)

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.1.6.1 Write questions that can be answered by conducting scientific tests. (589.01.a)
4.S.1.6.2 Conduct scientific tests. (589.01.b)
4.S.1.6.3 Use appropriate tools and techniques to gather and display data. (589.01.c)
4.S.1.6.4 Use data to construct a reasonable explanation. (589.01.d)
4.S.1.6.5 Make predictions based on data. (589.01.e)
4.S.1.6.6 Analyze alternative explanations. (589.01.f)
4.S.1.6.7 Communicate the results of tests to others in multiple formats. (589.01.g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

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No objectives at this grade level.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.1.8.1 Analyze and follow multi-step instructions. (598.02.a)

Standard 2: Physical Science

Students use scientific instruments to describe and measure the properties of the three states of matter.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.2.1.1 Use instruments to measure properties (590.01.a)
4.S.2.1.2 Describe the physical properties of solids, liquids, and gases. (590.01.b)
4.S.2.1.3 Explain the changes caused by heating and cooling materials. (590.01.c)

Goal 2.2: Understand Concepts of Motion and Forces

No objectives at this grade level.

Goal 2.3: Understand the Total Energy in the Universe is Constant

No objectives at this grade level.

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students analyze how plants and animals adapt to their environments. Students classify vertebrates.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.3.1.1 Analyze and communicate the adaptations of plants and animals to their environment. (592.01.a)
4.S.3.1.2 Describe the difference between vertebrate and invertebrate animals. (592.01.e)
4.S.3.1.3 Classify the five groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics. (592.01.c)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

No objectives at this grade level.

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

No objectives at this grade level.

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Standard 4: Earth and Space Systems

Students investigate the basic contents of our solar system.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.4.1.1 Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors). (594.01.b)
- 4.S.4.1.2 Explain the effect of gravity on orbits and objects. (594.01.c)
- 4.S.4.1.3 Explain the effect of moon's gravity on Earth's tides. (594.01.c)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

Students explain how people have invented tools to meet a need or do a job.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

No objectives at this grade level.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 4, the student will be able to:

- 4.S.5.2.1 Identify tools used for space exploration and for scientific investigations. (595.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

No objectives at this grade level.

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IDAHO CONTENT STANDARDS

GRADE 5

SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students identify the components of a system and explain their relationship to the whole. Students read, execute, and give technical instructions.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Grade 5, the student will be able to:

5.S.1.1.1 Compare and contrast different systems. (603.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Grade 5, the student will be able to:

5.S.1.2.1 Use observations and data as evidence on which to base scientific explanations and predictions. (603.02a)

5.S.1.2.2 Explain the difference between observation and inference. (603.02.b)

5.S.1.2.3 Use models to explain or demonstrate a concept. (603.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 5, the student will be able to:

5.S.1.3.1 Analyze changes that occur in and among systems. (603.03.b)

5.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (603.03.c)

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives at this grade level.

Goal 1.5: Understand Concepts of Form and Function

Objective(s): By the end of Grade 5, the student will be able to:

5.S.1.5.1 Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 5, the student will be able to:

5.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)

5.S.1.6.2 Conduct scientific investigations using a control and a variable. (604.01.b)

5.S.1.6.3 Select and use appropriate tools and techniques to gather and display data. (604.01.c)

5.S.1.6.4 Use evidence to analyze descriptions, explanations, predictions, and models. (604.01.d)

5.S.1.6.5 State a hypothesis based on observations. (604.01.e)

5.S.1.6.6 Compare alternative explanations and predictions. (604.01.f)

5.S.1.6.7 Communicate scientific procedures and explanations. (604.01.g)

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Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives at this grade level.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 5, the student will be able to:

5.S.1.8.1 — Read and follow technical instructions. (613.02.a)

Standard 2: Physical Science

Students explain the difference between an element, a mixture, and a compound.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 5, the student will be able to:

5.S.2.1.1 — Describe the differences among elements, compounds, and mixtures. (605.01.a)

5.S.2.1.2 — Compare the physical differences among solids, liquids, and gases. (605.01.c)

5.S.2.1.3 — Explain the nature of physical change and how it relates to physical properties. (605.01.d)

Goal 2.2: Understand Concepts of Motion and Forces

No objectives at this grade level.

Goal 2.3: Understand the Total Energy in the Universe is Constant

No objectives at this grade level.

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students explain the differences between plant and animal cells. Students understand that plants convert energy. Students know that traits are passed from parents to offspring.

Goal 3.1: Understand the Theory of Biological Evolution

No objectives at this grade level.

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 5, the student will be able to:

5.S.3.2.1 — Communicate how plants convert energy from the sun through photosynthesis. (608.01.a)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Grade 5, the student will be able to:

5.S.3.3.1 — Compare and contrast the structural differences between plant and animal cells. (606.01.b)

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5.S.3.3.2 Explain the concept that traits are passed from parents to offspring. (606.01.e)

Standard 4: Earth and Space Systems

Students describe the dynamic changes that occur on Earth.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 5, the student will be able to:

5.S.4.1.1 Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

Objective(s): By the end of Grade 5, the student will be able to:

5.S.4.2.1 Explain the rock cycle and identify the three classifications of rocks. (609.02.a)

Standard 5: Personal and Social Perspectives; Technology

Students use the scientific method to identify environmental issues.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 5, the student will be able to:

5.S.5.1.1 Identify issues for environmental studies. (611.01.a)

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 5, the student will be able to:

5.S.5.2.1 Describe how science and technology are part of a student's life. (610.01.a)

5.S.5.2.2 List examples of science and technology. (610.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 5, the student will be able to:

5.S.5.3.1 Identify the differences between renewable and nonrenewable resources. (611.03.a)

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IDAHO CONTENT STANDARDS

GRADE 6

SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students gather evidence to differentiate between predictions, observations, and inferences. Students read, give, and execute technical instructions.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.1.1.1 Analyze different systems. (618.01.a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.1.2.1 Explain how observations and data are used as evidence on which to base scientific explanations and predictions. (618.02.a)~~

~~6.S.1.2.2 Use observations to make inferences. (618.02.b)~~

~~6.S.1.2.3 Use models to explain or demonstrate a concept. (618.02.c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.1.3.1 Analyze changes that occur in and among systems. (618.03.b)~~

~~6.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (618.03.c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

~~No objectives at this grade level.~~

Goal 1.5: Understand Concepts of Form and Function

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.1.5.1 Analyze how the shape or form of an object or system is frequently related to its use and/or function. (618.05.a)~~

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 6, the student will be able to:

~~6.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments. (619.02.a)~~

~~6.S.1.6.2 Conduct scientific investigations using a control and variables. Repeat same experiment using alternate variables. (619.02.b)~~

~~6.S.1.6.3 Select and use appropriate tools and techniques to gather and display data. (619.02.c)~~

~~6.S.1.6.4 Use evidence to analyze data in order to develop descriptions, explanations, predictions, and models. (619.2.d)~~

~~6.S.1.6.5 Test a hypothesis based on observations. (619.02.e)~~

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6.S.1.6.6 — Communicate scientific procedures and explanations. (619.02.g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives at this grade level.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 6, the student will be able to:

6.S.1.8.1 — Read, give, and execute technical instructions. (628.01a)

Standard 2: Physical Science

Students compare and contrast elements, compounds and mixtures. Students explore the effects of force and energy on objects.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Grade 6, the student will be able to:

6.S.2.1.1 — Compare and contrast the differences among elements, compounds and mixtures. (620.01.a)

6.S.2.1.2 — Define the properties of matter. (620.01.b)

6.S.2.1.3 — Compare densities of equal volumes of a solid, a liquid, or a gas. (619.01.c)

6.S.2.1.4 — Describe the effect of temperature on density. (620.01.c)

6.S.2.1.5 — Explain the nature of physical change and how it relates to physical properties (the distance between molecules as water changes from ice to liquid water, and to water vapor). (620.01.d)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Grade 6, the student will be able to:

6.S.2.2.1 — Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)

Goal 2.3: Understand the Total Energy in the Universe is Constant

No objectives at this grade level.

Goal 2.4: Understand the Structure of Atoms

No objectives at this grade level.

Goal 2.5: Understand Chemical Reactions

No objectives at this grade level.

Standard 3: Biology

Students understand the building blocks of organisms.

Goal 3.1: Understand the Theory of Biological Evolution

No objectives at this grade level.

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Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

No objectives at this grade level.

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.3.3.1 Identify the different structural levels of which an organism is comprised (cells, tissues, organs, organ systems, and organisms). (621.01.a)
- 6.S.3.3.2 Analyze the structural differences between plant and animal cells. (621.01.b)
- 6.S.3.3.3 Describe how traits are passed from parents to offspring. (621.01.c)

Standard 4: Earth and Space Systems

Students understand and explain the relationship among the systems on Earth, such as solid earth, oceans, atmosphere, and organisms.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.4.1.1 Explain the interactions among the solid earth, oceans, atmosphere, and organisms. (624.01.a)
- 6.S.4.1.2 Explain the water cycle and its relationship to weather and climate. (624.01.b)
- 6.S.4.1.3 Identify cumulus, cirrus, and stratus clouds and how they relate to weather changes. (624.01.c)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

No objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.5.1.1 Identify issues for environmental studies. (626.01.a)

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.5.2.1 Describe how science and technology are part of our society. (625.01.a)
- 6.S.5.2.2 Describe how science and technology are interrelated. (625.01.b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 6, the student will be able to:

- 6.S.5.3.1 Explain the difference between renewable and nonrenewable resources. (626.03.a)

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IDAHO CONTENT STANDARDS

GRADE 7

SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students carry out investigations over time using appropriate tools and equipment. Students make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Grade 7 the student will be able to:

- ~~7.S.1.1.1 Define small systems as a part of a whole system. (633.01.a)~~
- ~~7.S.1.1.2 Determine how small systems contribute to the function of the whole. (633.01.a)~~
- ~~7.S.1.1.3 Identify the different structural levels of an organism (cells, tissues, organs, and organ systems). (633.01.b)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.1.2.1 Describe how observations and data are evidence on which to base scientific explanations and predictions. (633.02.a)~~
- ~~7.S.1.2.2 Use observations to make defendable inferences. (633.02.b)~~
- ~~7.S.1.2.3 Use models to explain or demonstrate a concept. (633.02.c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.1.3.1 Identify concepts of science that have been stable over time. (633.03.a)~~
- ~~7.S.1.3.2 Recognize changes that occur within systems. (633.03.b)~~
- ~~7.S.1.3.3 Make metric measurements using appropriate tools. (633.03.c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

~~Reference to objective 7.S.3.2.1~~

Goal 1.5: Understand Concepts of Form and Function

~~No objectives at this grade level.~~

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Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.1.6.1 Identify controls and variables used in scientific investigations. (634.01.b)
- 7.S.1.6.2 Use appropriate tools and techniques to gather and display data. (634.01.c)
- 7.S.1.6.3 Evaluate data in order to form conclusions. (634.01.d)
- 7.S.1.6.4 Use evidence and critical thinking to accept or reject a hypothesis. (634.01.e)
- 7.S.1.6.5 Evaluate alternative explanations or predictions. (634.01.f)
- 7.S.1.6.6 Communicate and defend scientific procedures and explanations. (634.01.g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives at this grade level.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.1.8.1 Read and evaluate technical instructions. (643.02.a)

Standard 2: Physical Science

No goals or objectives at this grade level.

Standard 3: Biology

Students state the levels of cellular organization and list cell parts and their respective functions. Students explain how traits are passed from one generation to another. Students differentiate between plant and animal cells by identifying the characteristic parts of each. Students explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.3.1.1 Describe how natural selection explains species change over time. (637.01.a)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.3.2.1 Describe how energy stored in food is primarily derived from the sun through photosynthesis. (638.01.a)
- 7.S.3.2.2 Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms. (638.01.b)
- 7.S.3.2.3 Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)
- 7.S.3.2.4 Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivores, and decomposers. (638.01.d)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Grade 7, the student will be able to:

- 7.S.3.3.1 Explain the relationships among specialized cells, tissues, organs, organ systems, and organisms. (636.01.a)
- 7.S.3.3.2 Identify the parts of specialized plant and animal cells. (636.01.b)

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- ~~7.S.3.3.3 Identify the functions of cell structures. (636.01.b)~~
- ~~7.S.3.3.4 Describe cell functions that involve chemical reactions. (630.01.e)~~
- ~~7.S.3.3.5 Describe how dominant and recessive traits are inherited. (636.01.e)~~

Standard 4: Earth and Space Systems

No goals or objectives at this grade level.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both individuals and society.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

No objectives at this grade level.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.5.2.1 Explain how science and technology are interrelated. (640.01.a)~~
- ~~7.S.5.2.2 Explain how science advances technology. (640.01.b)~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Grade 7, the student will be able to:

- ~~7.S.5.3.1 Identify alternative sources of energy. (641.03.a)~~
-

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IDAHO CONTENT STANDARDS

GRADE 8-9

PHYSICAL SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~8-9.PS.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~8-9.PS.1.2.2 Develop models to explain concepts or systems. (648.02b)~~
- ~~8-9.PS.1.2.3 Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.3.1 Measure changes that can occur in and among systems. (648.03b)~~
- ~~8-9.PS.1.3.2 Analyze changes that can occur in and among systems. (648.03b)~~
- ~~8-9.PS.1.3.3 Measure and calculate using the metric system. (648.03c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

~~No objectives in Physical Science.~~

Goal 1.5: Understand Concepts of Form and Function

~~No objectives in Physical Science.~~

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~8-9.PS.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~8-9.PS.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~8-9.PS.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~8-9.PS.1.6.5 Analyze alternative explanations and models. (649.01e)~~

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- 8-9.PS.1.6.6 Communicate and defend a scientific argument. (649.01f)
8-9.PS.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives in Physical Science.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Physical Science, the student will be able to:

- 8-9.PS.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 2: Physical Science

Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

No objectives in Physical Science.

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Physical Science, the student will be able to:

- 8-9.PS.2.2.1 Explain motion using Newton's Laws of Motion. (650.04b)

Goal 2.3: Understand the Total Energy in the Universe is Constant

Objective(s): By the end of Physical Science, the student will be able to:

- 8-9.PS.2.3.1 Explain that energy can be transformed but cannot be created nor destroyed. (650.05a)
8-9.PS.2.3.2 Classify energy as potential and/or kinetic and as energy contained in a field. (650.05b)

Goal 2.4: Understand the Structure of Atoms

Objective(s): By the end of Physical Science, the student will be able to:

- 8-9.PS.2.4.1 Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)
8-9.PS.2.4.2 Explain the processes of fission and fusion. (650.01b)
8-9.PS.2.4.3 Describe the characteristics of isotopes. (650.01c)
8-9.PS.2.4.4 State the basic electrical properties of matter. (650.01d)
8-9.PS.2.4.5 Describe the relationships between magnetism and electricity.

Goal 2.5: Understand Chemical Reactions

Objective(s): By the end of Physical Science, the student will be able to:

- 8-9.PS.2.5.1 Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)

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Standard 3: Biology

No goals or objectives in Physical Science.

Standard 4: Earth and Space Systems

No goals or objectives in Physical Science.

Standard 5: Personal and Social Perspectives; Technology

~~Students understand that science and technology interact and impact both society and the environment.~~

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

~~No objectives in Physical Science.~~

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Physical Science, the student will be able to:

- ~~8-9.PS.5.2.1 Explain how science advances technology. (655.01a)~~
- ~~8-9.PS.5.2.2 Explain how technology advances science. (655.01a)~~
- ~~8-9.PS.5.2.3 Explain how science and technology are pursued for different purposes. (656.01b)~~

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

~~No objectives in Physical Science.~~

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IDAHO CONTENT STANDARDS

GRADE 8-9

EARTH SCIENCE

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Earth Science, the student will be able to:

- ~~8-9.ES.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~8-9.ES.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Earth Science, the student will be able to:

- ~~8-9.ES.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~8-9.ES.1.2.2 Develop models to explain concepts or systems. (648.02b)~~
- ~~8-9.ES.1.2.3 Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Earth Science, the student will be able to:

- ~~8-9.ES.1.3.1 Measure changes that can occur in and among systems. (648.03b)~~
- ~~8-9.ES.1.3.2 Analyze changes that can occur in and among systems. (648.03b)~~
- ~~8-9.ES.1.3.3 Measure and calculate using the metric system. (648.03c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

~~No objectives in Earth Science.~~

Goal 1.5: Understand Concepts of Form and Function

~~No objectives in Earth Science.~~

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Earth Science, the student will:

- ~~8-9.ES.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~8-9.ES.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~8-9.ES.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~8-9.ES.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~8-9.ES.1.6.5 Analyze alternative explanations and models. (649.01e)~~

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- 8-9.ES.1.6.6 Communicate and defend a scientific argument. (649.01f)
8-9.ES.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives in Earth Science.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Earth Science, the student will be able to:

- 8-9.ES.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 2: Physical Science

No goals or objectives in Earth Science.

Standard 3: Biology

No goals or objectives in Earth Science.

Standard 4: Earth and Space Systems

Students describe the current theory explaining the formation of the solar system. Students explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students explain Earth's heat sources.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Earth Science, the student will be able to:

- 8-9.ES.4.1.1 Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)
8-9.ES.4.1.2 Identify methods used to estimate geologic time. (654.01b)
8-9.ES.4.1.3 Show how interactions among the solid earth, oceans, atmosphere, and organisms have changed the earth system over time. (654.01c)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

Objective(s): By the end of Earth Science, the student will be able to:

- 8-9.ES.4.2.1 Explain the internal and external energy sources of the earth (654.02a)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Earth Science, the student will be able to:

- 8-9.ES.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, and depletion of natural resources. (656.01a)

Goal 5.2: Understand the Relationship between Science and Technology

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Objective(s): By the end of Earth Science, the student will be able to:

- 8-9.ES.5.2.1 Explain how science advances technology. (655.01a)
- 8-9.ES.5.2.2 Explain how technology advances science. (655.01a)
- 8-9.ES.5.2.3 Explain how science and technology are pursued for different purposes. (655.01b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Earth Science, the student will be able to:

- 8-9.ES.5.3.1 Describe the difference between renewable and nonrenewable resources. (656.03a)
-

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IDAHO CONTENT STANDARDS

GRADE 9-10

BIOLOGY

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.1.1 Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~9-10.B.1.1.2 Apply the concepts of order and organization to a given system. (648.01a)~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.2.1 Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~9-10.B.1.2.2 Develop models to explain concepts or systems. (648.02b)~~
- ~~9-10.B.1.2.3 Develop scientific explanations based on knowledge, logic and analysis. (648.02c)~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.3.1 Measure changes that can occur in and among systems. (648.03b)~~
- ~~9-10.B.1.3.2 Analyze changes that can occur in and among systems. (648.03b)~~
- ~~9-10.B.1.3.3 Measure and calculate using the metric system. (648.03c)~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Reference to 7.S.3.2.4

Goal 1.5: Understand Concepts of Form and Function

No objectives in Biology.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Biology, the student will be able to:

- ~~9-10.B.1.6.1 Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~9-10.B.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~9-10.B.1.6.3 Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~9-10.B.1.6.4 Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~9-10.B.1.6.5 Analyze alternative explanations and models. (649.01e)~~

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- 9-10.B.1.6.6 Communicate and defend a scientific argument. (649.01f)
9-10.B.1.6.7 Explain the differences among observations, hypotheses, and theories. (649.01g)

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

No objectives in Biology.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Biology, the student will be able to:

- 9-10.B.1.8.1 Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 2: Physical Science

No goals or objectives in Biology.

Standard 3: Biology

Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Biology, the student will be able to:

- 9-10.B.3.1.1 Use the theory of evolution to explain how species change over time. (652.01a)
9-10.B.3.1.2 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. (652.01a)

Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems

Objective(s): By the end of Biology, the student will be able to:

- 9-10.B.3.2.1 Explain how matter tends toward more disorganized states (entropy). (653.01a)
9-10.B.3.2.2 Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)
9-10.B.3.2.3 Show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)
9-10.B.3.2.4 Describe cellular respiration and the synthesis of macromolecules. (653.01d)
9-10.B.3.2.5 Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)

Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things

Objective(s): By the end of Biology, the student will be able to:

- 9-10.B.3.3.1 Identify the particular structures that underlie the cellular functions. (651.01a)
9-10.B.3.3.2 Explain cell functions involving chemical reactions. (651.01b)
9-10.B.3.3.3 Explain how cells use DNA to store and use information for cell functions. (651.01c)
9-10.B.3.3.4 Explain how selective expression of genes can produce specialized cells from a single cell. (651.01e)

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Standard 4: Earth and Space Systems

No goals or objectives in Biology.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Biology, the student will be able to:

- 9-10.B.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a)

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Biology, the student will be able to:

- 9-10.B.5.2.1 Explain how science advances technology. (655.01a)
9-10.B.5.2.2 Explain how technology advances science. (655.01a)
9-10.B.5.2.3 Explain how science and technology are pursued for different purposes. (656.01b)

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Biology, the student will be able to:

- 9-10.B.5.3.1 Describe the difference between renewable and nonrenewable resources. (656.03a)
-

IDAHO CONTENT STANDARDS
GRADE 11-12
CHEMISTRY

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Chemistry, the student will be able to:

~~11-12.C.1.1.1 Use the periodic table to predict physical and chemical properties.~~

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Chemistry, the student will be able to:

~~11-12.C.1.2.1 Describe the historical development of the periodic table.~~

~~11-12.C.1.2.2 Create and interpret graphs of data.~~

~~11-12.C.1.2.3 Explain and interpret the key concepts of the kinetic molecular theory.~~

~~11-12.C.1.2.4 Distinguish the common theories defining acids and bases.~~

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Chemistry, the student will be able to:

~~11-12.C.1.3.1 Identify, compare and contrast physical and chemical properties and changes and appropriate computations.~~

~~11-12.C.1.3.2 Perform computations using scientific notation, the metric system and dimensional analysis.~~

~~11-12.C.1.3.3 Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.~~

~~11-12.C.1.3.4 Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.~~

~~11-12.C.1.3.5 Analyze and solve reaction stoichiometry problems.~~

~~11-12.C.1.3.6 Express concentrations of solutions in various ways including molarity.~~

~~11-12.C.1.3.7 Interpret how the presence of solute particles affect the properties of a solution and be able to do calculations involving colligative properties.~~

~~11-12.C.1.3.8 Analyze quantitative relationships involved in acid/base chemistry including pH.~~

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives in Chemistry.

Goal 1.5: Understand Concepts of Form and Function

No objectives in Chemistry.

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Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.6.1 Demonstrate an understanding of the scientific method.
- 11-12.C.1.6.2 Select and use appropriate scientific equipment, materials and techniques.

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.7.1 Explain how a series of historically related and documented experiments led to the current model and structure of the atom.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.8.1 Correctly write symbols, formulas and names for common elements, ions and compounds.
- 11-12.C.1.8.2 Communicate scientific investigations and information clearly.

Standard 2: Physical Science

Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.1.1 Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- 11-12.C.2.1.2 Predict the polarity of chemical bonds using electronegativity.
- 11-12.C.2.1.3 Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- 11-12.C.2.1.4 Distinguish and classify all matter into appropriate categories.
- 11-12.C.2.1.5 Explain the relationship and reactions of acids, bases, and salts.
- 11-12.C.2.1.6 Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.2.1 Describe the Kinetic Molecular Theory as it applies to phases of matter.

Goal 2.3: Understand the Total Energy in the Universe is Constant

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.3.1 Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- 11-12.C.2.3.2 Demonstrate the conservation of matter by balancing chemical equations.
- 11-12.C.2.3.3 Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.

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Goal 2.4: Understand the Structure of Atoms

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.4.1 Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
- 11-12.C.2.4.2 Deduce the number of protons, neutrons and electrons for an atom or ion.
- 11-12.C.2.4.3 Describe the relationship between the structure of atoms and light absorption and emission.
- 11-12.C.2.4.4 Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.

Goal 2.5: Understand Chemical Reactions

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.5.1 Illustrate the Law of Conservation of Mass and the Law of Definite Proportions.
- 11-12.C.2.5.2 Classify, write and balance chemical equations for common types of chemical reactions and predict the products.
- 11-12.C.2.5.3 Describe the factors that influence the rates of chemical reactions.

Standard 3: Biology

No goals or objectives in Chemistry.

Standard 4: Earth and Space Systems

No goals or objectives in Chemistry.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.5.1.1 Demonstrate the ability to work safely and effectively in a chemistry laboratory.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.5.2.1 Assess the role of chemistry in enabling technological advances.

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.5.3.1 Evaluate the role of chemistry in energy and environmental issues.



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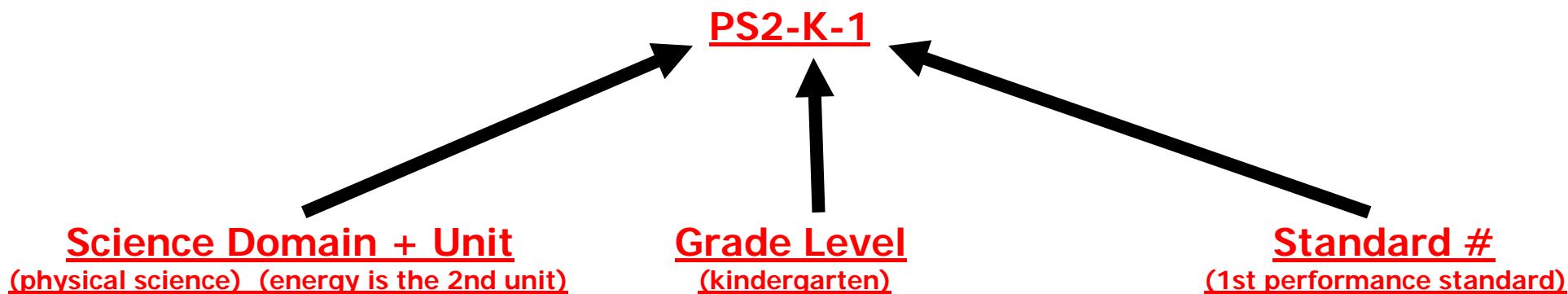
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Introduction

The Idaho State Science Standards are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. This document provides stakeholders with a set of rigorous and relevant science performance standards that prepare students to be informed, contributing citizens of the 21st century world. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world.

Using this Document



<p><u>Category Headings</u> <u>PS - Performance Standard</u> <u>SC - Supporting Content</u></p>	<p><u>Other Abbreviations</u> <u>ETS - Engineering and Technology Standard</u> <u>K - Kindergarten</u> <u>MS - Middle School</u> <u>HS - High School</u></p>
<p><u>Science Domains</u> <u>LS - Life Science</u> <u>PS - Physical Science</u> <u>PSC - Physical Science Chemistry</u> <u>PSP - Physical Science Physics</u> <u>ESS - Earth and Space Science</u></p>	

Elementary School (Kindergarten)

PS: Physical Sciences

PS1-K Motion and Stability: Forces and Interactions

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment does not include friction as a mechanism for change in speed.

Supporting Content

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)

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PS2-K Energy

Performance Standards

Students who demonstrate understanding can:

PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.

- Further Explanation: Examples of Earth's surface could include sand, soil, rocks, and water.
- Content Limit: 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.

- Further Explanation: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

Supporting Content

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth's surface. (PS2-K-1, PS2-K-2)

LS: Life Sciences

LS1-K Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

- Further Explanation: Examples of patterns could include that animals need to take in food but plants produce their own; 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.

- Further Explanation: Use chart or Venn diagram to sort objects or pictures into living and not-living items.

Supporting Content

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)

ESS: Earth and Space Sciences

ESS1-K Earth's Systems

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

Supporting Content

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)

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ESS2-K Earth and Human Activity

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.

Supporting Content

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)

Elementary School (1st Grade)

PS: Physical Sciences

PS1-1 Waves

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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).
- Content Limit: 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.

- Further Explanation: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats.
- Content Limit: Assessment does not include technological details for how communication devices work.

Supporting Content

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)

LS: Life Sciences

LS1-1 Molecules to Organisms: Structure and Processes

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: Changes organisms go through during their life form a pattern.
- Content Limit: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Supporting Content

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)

LS2-1 Heredity: Inheritance and Variation of Traits

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Supporting Content

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)

ESS: Earth and Space Sciences

ESS1-1 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Content Limit: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Supporting Content

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)

Elementary School (2nd Grade)

PS: Physical Sciences

PS1-2 Matter and Its Interactions

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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.

Supporting Content

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)

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LS: Life Sciences

LS1-2 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- Content Limit: 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.

Supporting Content

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)

LS2-2 Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.

- Further Explanation: Emphasis is on the diversity of living things in each of a variety of different habitats.
- Content Limit: Assessment does not include specific animal and plant names in specific habitats.

Supporting Content

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)

ESS: Earth and Space Sciences

ESS1-2 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

- Further Explanation: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.
- Content Limit: Assessment does not include quantitative measurements of timescales.

Supporting Content

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)

ESS2-2 Earth's Systems

Performance Standards

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.

- Further Explanation: 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.

- Content Limit: 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.

Supporting Content

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)

Elementary School (3rd Grade)

PS: Physical Sciences

PS1-3 Motion and Stability: Forces and Interactions

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

Supporting Content

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

LS: Life Sciences

LS1-3 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-3-1. Construct an argument that some animals form groups that help members survive

Supporting Content

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)

LS2-3 Heredity: Inheritance and Variation of Traits

Performance Standards

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.

- Further Explanation: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.
- Content Limit: 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.

- Further Explanation: 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.

Supporting Content

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)

ESS: Earth and Space Sciences

ESS1-3 Earth's Systems

Performance Standards

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.

- Further Explanation: Examples of data could include average temperature, precipitation, and wind direction.
- Content Limit: 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.

Supporting Content

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)

ESS2-3 Earth and Human Activity

Performance Standards

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.

- Further Explanation: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

Supporting Content

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)

Elementary School (4th Grade)

PS: Physical Sciences

PS1-4 Energy

Performance Standards

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.

- Content Limit: 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.

- Content Limit: 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.

- Further Explanation: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

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Supporting Content

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)

PS2-4 Waves

Performance Standards

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.

- Further Explanation: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- Content Limit: 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.

- Content Limit: 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.

- Further Explanation: 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.

Supporting Content

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)

LS: Life Sciences

LS1-4 Molecules to Organisms: Structure and Processes

Performance Standards

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.

- Further Explanation: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.
- Content Limit: 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.

- Further Explanation: Emphasis is on systems of information transfer.
- Content Limit: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Supporting Content

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)

LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- Further Explanation: 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.
- Content Limit: Assessment does not include molecular explanations.

Supporting Content

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)

ESS: Earth and Space Sciences

ESS1-4 Earth's Place in the Universe

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

Supporting Content

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).

ESS2-4 Earth's Systems

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

Supporting Content

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)

ESS3-4 Earth and Human Activity

Performance Standards

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.

- Further Explanation: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and atomic energy. Examples of environmental effects could include negative biological impacts of wind turbines, erosion due to deforestation, 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.

- Further Explanation: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- Content Limit: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

Supporting Content

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)

Elementary School (5th Grade)

PS: Physical Sciences

PS1-5 Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Content Limit: Assessment does not include distinguishing mass and weight.

PS1-5-3. Make observations and measurements to identify materials based on their properties.

- Further Explanation: 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.
- Content Limit: 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.

Supporting Content

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)

PS2-5 Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

- Further Explanation: "Down" is a local description of the direction that points toward the center of the spherical Earth.
- Content Limit: Assessment does not include mathematical representation of gravitational force.

Supporting Content

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)

PS3-5 Energy

Performance Standards

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.

- Further Explanation: Examples of models could include diagrams, and flow charts.

Supporting Content

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)

LS: Life Sciences

LS1-5 Molecules to Organisms: Structure and Processes

Performance Standards

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.

- Further Explanation: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

Supporting Content

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants acquire their material for growth chiefly from air and water. (LS1-5-1)

LS2-5 Biological Adaptation: Unity and Diversity

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
- Content Limit: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

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Supporting Content

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)

ESS: Earth and Space Sciences

ESS1-5 Earth's Place in the Universe

Performance Standards

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.

- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment does not include causes of seasons.

Supporting Content

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)

ESS2-5 Earth's Systems

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Content Limit: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Supporting Content

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)

ESS3-5 Earth and Human Activity

Performance Standards

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.

Supporting Content

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities are doing things to help protect Earth's resources and environments. (ESS3-5-1)

Middle School (6-8)

PS: Physical Sciences

PS1-MS Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

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Supporting Content

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. (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.g., 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 within 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 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)

PS2-MS Motion and Stability: Forces and Interactions

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: Assessment is limited to vertical or horizontal interactions in one dimension.

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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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

Supporting Content

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)

PS3-MS Energy

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment does not include calculations of energy.

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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)

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)

PS4-MS Waves

Performance Standards

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.

- Further Explanation: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Content Limit: 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.

- Further Explanation: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

Supporting Content

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)
- 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)

LS: Life Sciences

LS1-MS Molecules to Organisms: Structure and Processes

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life.
- Content Limit: 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.

- Further Explanation: Emphasis is on tracing movement of matter and flow of energy.
- Content Limit: 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.

- Further Explanation: 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.

Supporting Content

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 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)

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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)

LS2-MS Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Content Limit: 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.

- Further Explanation: 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.

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LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

- Further Explanation: 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.

Supporting Content

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 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)

LS3-MS Heredity: Inheritance and Variation of Traits

Performance Standards

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.

- Further Explanation: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- Content Limit: 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.

- Further Explanation: 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.

Supporting Content

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)

LS4-MS Biological Adaptation: Unity and Diversity

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: Assessment does not include the names of individual species or geological eras in the fossil record.

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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.

- Further Explanation: 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.

- Further Explanation: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: Assessment does not include Hardy Weinberg calculations.

Supporting Content

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. 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-1, LS4-MS-2)
- Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3)

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)

ESS: Earth and Space Sciences

ESS1-MS Earth's Place in the Universe

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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).
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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 history.

- Further Explanation: 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 large volcanic eruptions.
- Content Limit: Assessment does not include recalling the names of specific periods or epochs and events within them.

Supporting Content

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 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

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- 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)

ESS2-MS Earth's Systems

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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).
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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).
- Content Limit: 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.

- Further Explanation: 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

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- 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.
- Content Limit: Assessment does not include the dynamics of the Coriolis effect.

Supporting Content

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)
- 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)

ESS3-MS Earth and Human Activity

Performance Standards

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.

- Further Explanation: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are 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).

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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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.

ESS3-MS-5. Ask questions to interpret evidence of the factors that cause climate variability over time.

- Further Explanation: Examples of factors include human activities (such as fossil fuel combustion and changes in land use) and natural processes (such as changes in incoming solar radiation and 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 natural resource use.

Supporting Content

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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 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 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)
- Human activities (such as the release of greenhouse gases from the burning of fossil fuel combustion) are major factors in the current rise in Earth's mean surface temperature. Other natural activities (such as volcanic activity) are also contributors to changing global temperatures. 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)

ESS3.C: Human Impacts on Earth Systems

- Human activities can have consequences (negative and positive) on the biosphere, sometimes altering natural habitats and causing the extinction of other species. (ESS3-MS-3)
- Technology and engineering can potentially mitigate impacts on Earth's systems as both human populations and per-capita consumption of natural resources increase. (ESS3-MS-3, ESS3-MS-4)
- Mitigating current changes in climate depends on understanding climate science. Current scientific models indicate that human activities, such as the release of greenhouse gases from fossil fuel combustion, are the primary factors in the measured rise in Earth's mean surface temperature. Natural activities, such as changes in incoming solar radiation, also contribute to changing global temperatures. (ESS3-MS-5)

High School (9-12)

LS: Life Sciences (Biology)

LS1-HS Molecules to Organisms: Structure and Processes

Performance Standards

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.

- Further Explanation: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
- Content Limit: 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.

- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Emphasis is on using evidence from models and simulations to support explanations.
- Content Limit: 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.

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- Further Explanation: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
- Content Limit: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

Supporting Content

LS1.A: Structure and Function

- Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1)
- 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 maintain body temperature despite ongoing energy transfer to the surrounding environment. (LS1-HS-7)

LS2-HS Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: Assessment does not include deriving mathematical equations to make comparisons.

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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.

- Further Explanation: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.
- Content Limit: 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.

- Further Explanation: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Examples of models could include simulations and mathematical models.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.

Supporting Content

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

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- 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 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 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.)

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)
- Sustaining ecosystem health and biodiversity is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.)

LS3-HS Heredity: Inheritance and Variation of Traits

Performance Standards

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.

- Content Limit: 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.

- Further Explanation: Emphasis is on using data to support arguments for the way variation occurs.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment does not include Hardy-Weinberg calculations.

Supporting Content

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)

LS4-HS Biological Adaptation: Unity and Diversity

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

Supporting Content

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 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 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.)

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)
- Sustaining ecosystem health and biodiversity is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.)

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)

PSC: Physical Sciences (Chemistry)

PSC1-HS Structure and Properties of Matter

Performance Standards

Students who demonstrate understanding can:

PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: 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.
- Content 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.

- Further Explanation: 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.
- Content 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.

- Further Explanation: 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.
- Content 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.

- Further Explanation: 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.
- Content 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.

- Further Explanation: 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.
- Content 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.

Supporting Content

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)
- 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)

PSC2-HS Chemical Reactions

Performance Standards

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.

- Further Explanation: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- Content 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.

- Further Explanation: 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.
- Content 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.

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- Further Explanation: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- Content 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.

- Further Explanation: 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.
- Content 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.

- Further Explanation: 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.
- Content Limit: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

Supporting Content

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 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)

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PSC3-HS Energy

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content 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).

- Further Explanation: 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.
- Content 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

- Further Explanation: 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.
- Content 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).

- Further Explanation: 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.
- Content Limit: For items involving specific heat, provide the equation $Q = mC_p\Delta T$ 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.

Supporting Content

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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 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)

Physical Sciences (Physics)

PSP1-HS Motion and Stability: Forces and Interactions

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton's first law).
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.
- Content Limit: 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.

- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials.

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Supporting Content

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)

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)

PSP2-HS Energy

Performance Standards

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.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: 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).

Further Explanation: 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.

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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.

- Further Explanation: 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.
- Content 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.

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).

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: Assessment is limited to systems containing two objects.

Supporting Content

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 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)

PSP3-HS Waves

Performance Standards

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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.
- Content Limit: Assessments are limited to qualitative information. Assessments do not include band theory.

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Supporting Content

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

- 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)

ESS: Earth and Space Sciences

ESS1-HS Earth's Place in the Universe

Performance Standards

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.

- Further Explanation: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.
- Content Limit: 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 current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

- Further Explanation: Emphasis is on the astronomical evidence of the redshift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the event, 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 scientific model (3/4 hydrogen and 1/4 helium).

ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.

- Further Explanation: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.
- Content Limit: Details of the many different nucleosynthesis pathways 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.

- Further Explanation: Emphasis is on Newtonian gravitational law s governing orbital motions, which apply to human-made satellites as well as planets and moons.
- Content Limit: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws 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.

- Further Explanation: 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.

- Further Explanation: 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. 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.

Supporting Content

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 a current scientific model of the origin of the universe that is supported by evidence such as observations of distant galaxies receding from our own, of the measured 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. Other than the hydrogen and helium formed at the time of the event, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when 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: The History of Planet Earth

- Continental rocks are generally much older than the rocks of the ocean floor. (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)

ESS2-HS Earth's Systems

Performance Standards

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.

- Further Explanation: 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).
- Content Limit: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

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ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

Supporting Content

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 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)

ESS3-HS Earth and Human Activity

Performance Standards

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.

- Further Explanation: 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.

- Further Explanation: 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.

- Further Explanation: 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.
- Content Limit: 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.

- Further Explanation: 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.

- Further Explanation: 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).
- Content Limit: 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.

- Further Explanation: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An 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.
- Content Limit: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

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Supporting Content

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 ways in which these gases are absorbed by the ocean and biosphere. (ESS3-HS-6)

ESS2 .D: Weather and Climate

- Current models project that, without human intervention, average global temperatures will continue to rise. The outcomes projected by global climate models strongly depend on the amounts of greenhouse gases added to the atmosphere each year and by the ways in which these gases are stored by Earth's systems. (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 well 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 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 waste and that preclude ecosystem degradation. (ESS3-HS-4)
- 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)

Appendix A: Suggested Middle and High School Course Progressions

<u>Grades 6-8</u>					
Assessment Given At End of 8 th Grade As Either Cumulative ISAT OR Content Specific EOC					
<u>Conceptual Progressions</u> <u>Model</u>			<u>Science Domains</u> <u>Model</u>		
<u>Course 1</u>			<u>Physical</u>		
SCs	PSs	SCs	SCs	PSs	SCs
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.C	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				

<u>Course 2</u>			<u>Life</u>		
SCs	PSs	SCs	SCs	PSs	SCs
PS1.A	PS1-MS-1	PS3.C	PS1.A	PS1-MS-1	ESS1.
PS1.B	PS1-MS-2	PS4.B	LS1.A	LS1-MS-1	A
PS2.A	PS1-MS-3	PS4.C	LS1.B	LS1-MS-2	ESS1.B
PS2.B	PS1-MS-4	LS1.A	LS1.C	LS1-MS-3	ESS1.C
PS3.A	PS1-MS-5	LS1.B	LS2.A	LS1-MS-4	ESS1-MS-3
PS3.B	PS1-MS-6	LS1.C	LS2.B	LS1-MS-5	ESS1-MS-4
PS4.A	PS2-MS-1	LS2.B	LS2.C	LS1-MS-6	ESS2.B
LS2.A	PS2-MS-2	LS1-MS-6	LS2.D	ESS2.C	ESS2-MS-1
ESS1.B	PS2-MS-3	ESS3.C	LS1-MS-6	ESS2.C	ESS2-MS-2
ESS2.B	PS2-MS-4	ESS1.A	LS3.A	LS2-MS-1	ESS2-MS-3
ESS2.C	PS2-MS-5	ESS1.A	ETS1.A	LS2-MS-1	ESS2-MS-4
ESS3.A	PS3-MS-1	ESS2.A	ETS1.B	LS2-MS-2	ESS3.B
ETS1.A	PS3-MS-2	ESS2.D	ESS3-MS-1	ESS3.B	ESS2-MS-5
ETS1.B	PS3-MS-3	ESS3.B	ESS3-MS-2	ESS3.B	ESS2-MS-6
	PS3-MS-4	ETS1.A	ESS2-MS-4	ESS3.B	ESS3-MS-1
	PS3-MS-5	ETS1.B	ESS2-MS-5	ESS3.B	ESS3-MS-2
	PS4-MS-1		ESS2-MS-6	ESS3.B	ESS3-MS-3
	PS4-MS-2		ESS3-MS-1	ESS3.B	ESS3-MS-4
	LS2-MS-1		ESS3-MS-2	ESS3.B	ESS3-MS-5
	LS2-MS-2				
	ESS1-MS-1				
	ESS1-MS-2				
	ESS1-MS-3				

<u>Course 3</u>			<u>Earth</u>		
SCs	PSs	SCs	SCs	PSs	SCs
PS1.A	PS1-MS-1	PS3.C	PS1.A	PS1-MS-1	ESS1.
PS1.B	PS1-MS-2	PS4.B	LS1.B	LS1-MS-2	A
PS2.A	PS1-MS-3	PS4.C	LS1.C	LS1-MS-3	ESS1.B
PS2.B	PS1-MS-4	LS1.A	LS2.A	LS1-MS-4	ESS1.C
PS3.A	PS1-MS-5	LS1.B	LS2.B	LS1-MS-5	ESS2.B
PS3.B	PS1-MS-6	LS1.C	LS2.C	LS1-MS-6	ESS2.C
PS4.A	PS2-MS-1	LS2.B	LS3.A	LS2-MS-1	ESS2.D
LS2.A	PS2-MS-2	LS1-MS-6	ETS1.A	LS2-MS-2	ESS3.A
ESS1.B	PS2-MS-3	ESS3.C	ESS3.C	ESS3.B	ESS2-MS-4
ESS2.B	PS2-MS-4	ESS1.A	ETS1.B	ESS3.B	ESS2-MS-5
ESS2.C	PS2-MS-5	ESS1.A	ESS3-MS-1	ESS3.B	ESS2-MS-6
ESS3.A	PS3-MS-1	ESS2.A	ESS3-MS-2	ESS3.B	ESS3-MS-1
ETS1.A	PS3-MS-2	ESS2.D	ETS1.B	ESS3.B	ESS3-MS-2
ETS1.B	PS3-MS-3	ESS3.B	ESS3-MS-3	ESS3.B	ESS3-MS-3
	PS3-MS-4	ETS1.A	ESS2-MS-4	ESS3.B	ESS3-MS-4
	PS3-MS-5	ETS1.B	ESS2-MS-5	ESS3.B	ESS3-MS-5
	PS4-MS-1		ESS2-MS-6	ESS3.B	
	PS4-MS-2		ESS3-MS-1	ESS3.B	
	LS2-MS-1		ESS3-MS-2	ESS3.B	
	LS2-MS-2				
	ESS1-MS-1				
	ESS1-MS-2				
	ESS1-MS-3				

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<u>Grades 9-12</u>									
<u>DISTRICT CHOICE</u>		<u>BIOLOGY</u>			<u>CHEMISTRY</u>		<u>PHYSICS</u>		
<u>No Assessment</u>		<u>Biology EOC</u>			<u>Chemistry EOC</u>		<u>No Assessment</u>		
<u>Modified Science Domains</u> <u>Model</u>					<u>Science Domains</u> <u>Model</u>				
<u>Biology</u>		<u>Chemistry</u>		<u>Physics</u>		<u>Chemistry</u>		<u>Physics</u>	
<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>	<u>SCs</u>	<u>PSs</u>
<u>LS1.A</u>	<u>LS1-HS-1</u>	<u>PS1.A</u>	<u>PSC1-HS-1</u>	<u>PS1.A</u>	<u>PSP1-HS-1</u>	<u>PS1.A</u>	<u>PSC1-HS-1</u>	<u>LS1.A</u>	<u>LS1-HS-1</u>
<u>LS1.B</u>	<u>LS1-HS-2</u>	<u>PS1.B</u>	<u>PSC1-HS-2</u>	<u>PS2.A</u>	<u>PSP1-HS-2</u>	<u>PS1.B</u>	<u>PSC1-HS-2</u>	<u>LS1.B</u>	<u>LS1-HS-2</u>
<u>LS1.C</u>	<u>LS1-HS-3</u>	<u>PS1.C</u>	<u>PSC1-HS-3</u>	<u>PS2.B</u>	<u>PSP1-HS-3</u>	<u>PS1.C</u>	<u>PSC1-HS-3</u>	<u>LS1.C</u>	<u>LS1-HS-3</u>
<u>LS2.A</u>	<u>LS1-HS-4</u>	<u>PS2.B</u>	<u>PSC1-HS-4</u>	<u>PS3.A</u>	<u>PSP1-HS-4</u>	<u>PS2.B</u>	<u>PSC1-HS-4</u>	<u>LS2.A</u>	<u>LS1-HS-4</u>
<u>LS2.B</u>	<u>LS1-HS-5</u>	<u>PS3.A</u>	<u>PSC1-HS-5</u>	<u>PS3.B</u>	<u>PSP1-HS-5</u>	<u>PS3.A</u>	<u>PSC1-HS-5</u>	<u>LS2.B</u>	<u>LS1-HS-5</u>
<u>LS2.C</u>	<u>LS1-HS-6</u>	<u>PS3.B</u>	<u>PSC2-HS-1</u>	<u>PS3.C</u>	<u>PSP1-HS-6</u>	<u>PS3.B</u>	<u>PSC2-HS-1</u>	<u>LS2.C</u>	<u>LS1-HS-6</u>
<u>LS2.D</u>	<u>LS1-HS-7</u>	<u>PS3.D</u>	<u>PSC2-HS-2</u>	<u>PS3.D</u>	<u>PSP2-HS-1</u>	<u>PS3.D</u>	<u>PSC2-HS-1</u>	<u>LS2.D</u>	<u>LS1-HS-7</u>
<u>LS3.A</u>	<u>LS2-HS-1</u>	<u>PS4.B</u>	<u>PSC2-HS-3</u>	<u>PS4.A</u>	<u>PSP2-HS-2</u>	<u>PS4.B</u>	<u>PSC2-HS-3</u>	<u>LS3.B</u>	<u>LS2-HS-1</u>
<u>LS3.B</u>	<u>LS2-HS-2</u>	<u>ESS2.C</u>	<u>PSC2-HS-4</u>	<u>PS4.B</u>	<u>PSP2-HS-3</u>	<u>PS4.B</u>	<u>PSC2-HS-4</u>	<u>LS3.A</u>	<u>LS2-HS-2</u>
<u>LS4.A</u>	<u>LS2-HS-3</u>	<u>ESS2.D</u>	<u>PSC2-HS-5</u>	<u>PS4.C</u>	<u>PSP2-HS-4</u>	<u>PS4.C</u>	<u>PSC2-HS-5</u>	<u>LS3.B</u>	<u>ESS2.E</u>
<u>LS4.B</u>	<u>LS2-HS-4</u>	<u>ESS3.A</u>	<u>PSC3-HS-1</u>	<u>ESS1.A</u>	<u>PSP2-HS-5</u>	<u>ESS1.A</u>	<u>PSC3-HS-1</u>	<u>LS4.B</u>	<u>ESS2.F</u>
<u>LS4.C</u>	<u>LS2-HS-5</u>	<u>ESS3.C</u>	<u>PSC3-HS-2</u>	<u>ESS1.B</u>	<u>PSP3-HS-1</u>	<u>ESS1.B</u>	<u>ETS1.A</u>	<u>LS4.B</u>	<u>ESS2.G</u>
<u>LS4.D</u>	<u>LS2-HS-6</u>	<u>ETS1.A</u>	<u>PSC3-HS-3</u>	<u>ESS2.A</u>	<u>PSP3-HS-2</u>	<u>ESS2.A</u>	<u>PSC3-HS-2</u>	<u>LS4.C</u>	<u>ESS2.H</u>

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<u>ESS1.C</u>	<u>LS2-HS-7</u>	<u>ETS1.B</u>	<u>PSC3-HS-4</u>	<u>ESS2.B</u>	<u>PSP3-HS-3</u>		<u>HS-3</u>	<u>HS-2</u>		<u>6</u>		<u>HS-7</u>
<u>ESS2.E</u>	<u>LS2-HS-8</u>	<u>ETS1.C</u>	<u>PSC3-HS-5</u>	<u>ETS1.A</u>	<u>PSP3-HS-4</u>		<u>PSC3-HS-4</u>	<u>PSP3-HS-3</u>	<u>ETS1.B</u>	<u>LS2-HS-7</u>	<u>PS3.D</u>	<u>ESS3-HS-1</u>
<u>ESS3.B</u>	<u>LS3-HS-1</u>		<u>ESS2-HS-4</u>	<u>ETS1.B</u>	<u>PSP3-HS-5</u>		<u>PSC3-HS-5</u>	<u>PSP3-HS-4</u>		<u>LS2-HS-8</u>	<u>PS4.A</u>	<u>ESS3-HS-2</u>
<u>ESS3.C</u>	<u>LS3-HS-2</u>		<u>ESS2-HS-5</u>	<u>ETS1.C</u>	<u>ESS1-HS-1</u>			<u>PSP3-HS-5</u>		<u>LS3-HS-1</u>	<u>PS4.B</u>	<u>ESS3-HS-3</u>
<u>ETS1.A</u>	<u>LS3-HS-3</u>		<u>ESS2-HS-6</u>		<u>ESS1-HS-2</u>					<u>LS3-HS-2</u>	<u>ETS1.B</u>	<u>ESS3-HS-4</u>
<u>ETS1.B</u>	<u>LS4-HS-1</u>		<u>ESS3-HS-2</u>		<u>ESS1-HS-3</u>					<u>LS3-HS-3</u>		<u>ESS3-HS-5</u>
<u>ETS1.C</u>	<u>LS4-HS-2</u>		<u>ESS3-HS-5</u>		<u>ESS1-HS-4</u>					<u>LS4-HS-1</u>		<u>ESS3-HS-6</u>
	<u>LS4-HS-3</u>		<u>ESS3-HS-6</u>		<u>ESS2-HS-1</u>					<u>LS4-HS-2</u>		
	<u>LS4-HS-4</u>				<u>ESS2-HS-2</u>					<u>LS4-HS-3</u>		
	<u>LS4-HS-5</u>				<u>ESS2-HS-3</u>					<u>LS4-HS-4</u>		
	<u>LS4-HS-6</u>									<u>LS4-HS-5</u>		
	<u>ESS1-HS-5</u>									<u>LS4-HS-6</u>		
	<u>ESS1-HS-6</u>											
	<u>ESS2-HS-7</u>											
	<u>ESS3-HS-1</u>											
	<u>ESS3-HS-3</u>											
	<u>ESS3-HS-4</u>											

Appendix B: Glossary of Terms

This tool provides terminologies that represent the overarching concepts and ideas needed to understand the Idaho State Science Standards. The Glossary of Terms is not meant to be exhaustive, but seeks to address critical terms and definitions essential in building science content knowledge and understanding. This tool will assist in promoting consistency across disciplines, increasing student outcomes, and improving stakeholder communication.

analyze - studying the data of an investigation or experiment and looking for trends or patterns in the data or graph to see if the change had an effect

argument/evidence-based account - a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong, based on empirical evidence

cause and effect - the relationship between events or things, where one is the result of the other or others (action and reaction)

claim - to state or assert that something is true, typically without providing evidence

classify - grouping items together based on traits and/or characteristics

data - the result of your experimentation (facts, figures, and other evidence) that you usually record on a chart and then make a graph

empirical - verifiable by observation (using senses) or experience

evidence - the available body of facts or information indicating whether a claim or proposition is true or valid

example - a thing characteristic of its kind or illustrating a general rule/idea

experimental design - a method of research in which a controlled experimental variable is subjected to special treatment for the purpose of comparison with a variable kept constant

fact - an observation that has been repeatedly confirmed

graph - a diagram showing the visual relationship between variable quantities

hypothesis - a testable statement about the natural world that can be used to build more complex inferences and explanations

inference - a conclusion reached on the basis of evidence and reasoning

interpret - to explain and understand the meaning of evidence based on credible scientific information

investigation - a process to carry out a systematic or formal inquiry to discover and examine the facts

law - a descriptive generalization about how some aspect of the natural world behaves under stated circumstances

measure - to determine the dimensions, quantity or capacity of an object

model (computational, mathematical, etc.)- a representation of an idea, object, process or a system that is used to describe, explain, and make predictions about phenomena that cannot be experienced directly

observation - receiving knowledge of the natural world through our senses, recording information using scientific tools or instruments

pattern/trend - consistent and recurring set of characteristics or traits that helps in the identification of a phenomenon or problem and serves as an indicator or model for predicting future behavior

prediction - a forecast or statement about an uncertain event that is based upon experience or evidence

relationship - the connections between two variables

science - the process of trying to understand the world around us through exploration, invention, and problem solving

scientific reasoning - a justification that connects evidence to a claim

simulation - the imitation of the operation of a real-world process or system over time

solution - a method or a process for dealing with a problem that relies on scientific and/or engineering practices

theory - 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; the scientific 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

variable - any factor that can be controlled, changed, and/or measured; usually in an experiment

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K-6 Crosswalk of the Revised Idaho Science Standards to the 2010 Science Standards

Crosswalk from Revised to Current Idaho Content Standards in Science				
Grade Level	Proposed Idaho Science Standards (ISS 2016)	Unit	Performance Standards	2007/2010 Science Standard
Kindergarten	Physical Science	Motion: Forces and Interactions	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.	1.S.2.2.1 Describe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall)
			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.	K.S.1.2.1 Make observations and collect data
		Energy	PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.	K.S.1.3.1 Measure in non-standard units
			PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	K.S.1.4.1 Apply the concepts of yesterday, today, and tomorrow.
			LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	K.S.1.6.1 Make observations.
	Life Science	Molecules to Organisms	LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.	K.S.3.1.1 Observe and describe the characteristics of plants and animals.
			ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.	K.S.3.2.1 Describe the difference between living and non-living things.
				K.S.4.1.1 Name the four seasons.
				K.S.4.1.2 Place the four seasons in order.
				1.S.4.1.1 Identify the four seasons and their characteristics for a local region
1st Grade	Earth and Space Science	Earth's Systems	ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	
			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.	K.S.5.1.1 Describe characteristics of a man-made environment (home, school...).
			ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, 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.	
			PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	1.S.1.2.1 Make observations, collect data, and use data
		Waves	PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	1.S.1.3.1 Measure in both standard and non-standard units.
			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.	1.S.1.4.1 Explain the concepts of past, present, and future.
			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.	1.S.1.6.1 Make and record observations.
			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.	1.S.1.7.1 Demonstrate cooperation and interaction skills
	Physical Science	Molecules to Organisms	LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	1.S.1.8.1 Follow multi-step instructions
			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.	1.S.3.1.1 Describe the life cycle of a plant (seed, growth, reproduction, death).
				1.S.3.1.2 Describe the life cycle of an animal (birth, development, reproduction, death).
			LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	
			ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	
Earth and Space Science	Earth's Place in the Universe	Heredity		

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K-6 Crosswalk of the Revised Idaho Science Standards to the 2010 Science Standards

2nd Grade			ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.		
2nd Grade	Physical Science	Matter and its Interactions	PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	K.S.2.1.1 Use senses to describe matter 1.S.2.1.1 Describe properties of objects 2.S.2.1.1 List properties of an object	2.S.1.2.1 Make observations, record and interpret data. 2.S.1.3.1 Measure in standard and non-standard units. 2.S.1.4.1 Apply the concepts of past, present, and future 2.S.1.5.1 Identify shape and use of objects. 2.S.1.6.1 Identify questions to be investigated. 2.S.1.6.2 Make observations. 2.S.1.6.3 Analyze information and evidence
			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.		
			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.		2.S.1.6.1 Identify questions to be investigated.
			PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.		2.S.1.6.2 Make observations.
	Life Science	Ecosystems	LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.		2.S.1.6.3 Analyze information and evidence
			LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.		2.S.1.6.4 Communicate observations.
		Biological Adaptation	LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.	1.S.5.1.1 Identify the characteristics of local natural environments. (playground, backyard).	2.S.1.7.1 Practice cooperation and interaction skills.
				2.S.3.2.1 Identify four basic needs of all living things (food, shelter, water, space).	2.S.1.8.1 Follow multi-step instructions.
				2.S.3.2.2 Discuss how animals are suited to live in different habitats.	2.S.5.2.1 Identify tools people have invented for everyday life and for scientific investigations.
				2.S.5.1.1 Compare and contrast manmade and natural environments.	
				3.S.3.1.1 Describe the adaptations of plants and animals to their environment	
	Earth and Space Science	Earth's Place in the Universe	ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.		
		Earth's Systems	ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.		
			ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.		
			ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.		
3rd Grade	Physical Science	Motion: Forces and Interactions	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.	2.S.2.2.1 Explain how force affects the position and motion of objects.	3.S.1.1.1 Label the parts of a system
			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.		3.S.1.2.1 Make observations, collect data and evaluate it
			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.		3.S.1.2.2 Replicate and/or use models
			PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.		3.S.1.3.1 Measure changes that occur.
	Life Science	Ecosystems	LS1-3-1. Construct an argument that some animals form groups that help members survive		3.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units
		Heredity	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.	5.S.3.3.2 Explain the concept that traits are passed from parents to offspring.	3.S.1.5.1 Describe the relationship between shape and use
			LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.		3.S.1.6.1 Identify questions that can be answered by conducting scientific tests.
	Earth and Space Science	Earth's Systems	ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	2.S.4.1.1 Describe the characteristics of different weather conditions.	3.S.1.6.2 Conduct scientific tests
3rd Grade			ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.		3.S.1.6.3 Use appropriate tools and techniques to gather and display data.

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		Earth and Human Activity	ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.		3.S.1.6.4 Use data to construct a reasonable explanation.
					3.S.1.6.5 Make simple predictions based on data
					3.S.1.6.6 Identify logical alternative explanations.
					3.S.1.6.7 Communicate the results of tests to others.
					3.S.1.8.1 Read and give multi-step instructions
					3.S.2.1.1 Use instruments to measure properties.
					3.S.5.2.1 Describe how technology helps develop tools.
					3.S.5.2.2 Describe the development of tools over time
4th Grade	Physical Science	Energy	PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.	3.S.2.3.1 Identify potential and kinetic energy	4.S.1.1.1 Explain that a system consists of an organized group of related objects that form a whole.
			PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.		4.S.1.2.1 Make and record observations then analyze and communicate the collected data.
			PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.		4.S.1.2.2 Define observations and inferences.
			PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.		4.S.1.2.3 Make, describe and/or use models.
		Waves	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.		4.S.1.3.1 Describe how changes occur and can be measured.
			PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.		4.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units.
			PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.		4.S.1.5.1 Explain the relationship between shape and use.
	Life Science	Molecules to Organisms	LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	4.S.3.1.2 Describe the difference between vertebrate and invertebrate animals	4.S.1.6.1 Write questions that can be answered by conducting scientific tests.
				4.S.3.1.3 Classify the five groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics.	
			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.		4.S.1.6.2 Conduct scientific tests.
		Ecosystems	LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	3.S.3.2.3 Label a food chain that shows how organisms cooperate and compete in an ecosystem.	4.S.1.6.3 Use appropriate tools and techniques to gather and display data.
				3.S.3.2.4 Diagram the food web and explain how organisms both cooperate and compete in ecosystems	4.S.1.6.4 Use data to construct a reasonable explanation.
	Earth and Space Science	Earth's Place in the Universe	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.		4.S.1.6.5 Make predictions based on data.
		Earth's Systems	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.		4.S.1.6.6 Analyze alternative explanations.
			ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.		4.S.1.6.7 Communicate the results of tests to others in multiple formats
		Earth and Human Activity	ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	5.S.5.3.1 Identify the differences between renewable and nonrenewable resources.	4.S.1.8.1 Analyze and follow multistep instructions.
4th Grade			ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	3.S.5.1.1 Identify local environmental issues	4.S.2.1.1 Use instruments to measure properties

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				3.S.5.3.1 Explain the concept of recycling	4.S.5.2.1 Identify tools used for space exploration and for scientific investigations
5th Grade	Physical Science	Matter and its Interactions	PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.	5.S.2.1.1 Describe the differences among elements, compounds, and mixtures.	5.S.1.1.1 Compare and contrast different systems.
			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.	4.S.2.1.3 Explain the changes caused by heating and cooling materials.	5.S.1.2.1 Use observations and data as evidence on which to base scientific explanations and predictions.
			PS1-5-3. Make observations and measurements to identify materials based on their properties.	4.S.2.1.2 Describe the physical properties of solids, liquids, and gases	5.S.1.2.2 Explain the difference between observation and inference.
			PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	5.S.2.1.2 Compare the physical differences among solids, liquids and gases.	
		Motion: Forces and Interactions	PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.	5.S.2.1.3 Explain the nature of physical change and how it relates to physical properties.	5.S.1.2.3 Use models to explain or demonstrate a concept.
		Energy	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.	3.S.3.2.1 Describe the energy needed for living systems to survive.	5.S.1.3.2 Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system.
				3.S.3.2.2 Compare and contrast the energy requirements of plants and animals.	
	Life Science	Molecules to Organisms	LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.	5.S.3.2.1 Communicate how plants convert energy from the Sun through photosynthesis.	5.S.1.5.1 Explain how the shape or form of an object or system is frequently related to its use or function.
		Biological Adaptation	LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.		5.S.1.6.1 Write and analyze questions that can be answered by conducting scientific experiments.
			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.		5.S.1.6.2 Conduct scientific investigations using a control and a variable.
			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.	4.S.3.1.1 Analyze and communicate the adaptations of plants and animals to their environment.	5.S.1.6.3 Select and use appropriate tools and techniques to gather and display data.
			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.		5.S.1.6.4 Use evidence to analyze descriptions, explanations, predictions, and models.
	Earth and Space Science	Earth's Place in the Universe	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.		5.S.1.6.5 State a hypothesis based on observations.
			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.	3.S.4.1.1 Explain the reasons for length of a day, the seasons, and the year on Earth.	5.S.1.6.6 Compare alternative explanations and predictions.
		Earth's Systems	ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	5.S.4.1.1 Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift).	5.S.1.6.7 Communicate scientific procedures and explanations.
			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.		5.S.1.8.1 Read and follow technical instructions.
		Earth and Human Activity	ESS3-5-1. Support Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	5.S.5.1.1 Identify issues for environmental studies.	5.S.5.2.1 Describe how science and technology are part of a student's life.
					5.S.5.2.2 List examples of science and technology.

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Crosswalk from Revised to Current Idaho Content Standards in Science				2007/2010 Science Standard	2007/10 Nature of Science Standards (now embedded in scientific and engineering practices required to complete Performance Expectations)
Grade Level	Proposed Idaho Science Standards (ISS 2016)	Unit	Performance Standards		
Middle School (6-8)	Physical Science	Matter and its Interactions	PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.	6.S.2.1.1* Compare and contrast the differences among elements, compounds, and mixtures. 6.S.2.1.2* Define the properties of matter.	7.S.1.1.1 Define small systems as a part of a whole system. 7.S.1.1.2 Determine how small systems contribute to the function of the whole. 7.S.1.1.3 Identify the different structural levels of an organism (cells, tissues, organs, and organ systems).
			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.		7.S.1.2.1 Describe how observations and data are evidence on which to base scientific explanations and predictions .
			PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.		7.S.1.2.2 Use observations to make defendable inferences. 7.S.1.2.3 Use models to explain or demonstrate a concept.
			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.	6.S.2.1.3* Compare densities of equal volumes of a solid, a liquid, or a gas. 6.S.2.1.4* Describe the effect of temperature on density. 6.S.2.1.5* Explain the nature of physical change and how it relates to physical properties (the distance between molecules as water changes from ice to liquid water and to water vapor).	7.S.1.3.1 Identify concepts of science that have been stable over time.
				3.S.2.1.2 Identify the physical properties of solids, liquids, and gases. 3.S.2.1.3 Explain that heating and cooling can cause changes of state in common materials	7.S.1.3.2 Recognize changes that occur within systems. 7.S.1.3.3 Make metric measurements using appropriate tools.
			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. PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.		7.S.1.6.1 Identify controls and variables used in scientific investigations. 7.S.1.6.2 Use appropriate tools and techniques to gather and display data.
		Motion: Forces and Interactions	PS2-MS-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. 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.		7.S.1.6.3 Evaluate data in order to form conclusions. 7.S.1.6.4 Use evidence and critical thinking to accept or reject a hypothesis.
			PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. 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.	8-9.PS.2.4.5 Describe the relationships between electricity and magnetism. 6.S.2.2.1* Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object.	7.S.1.6.5 Evaluate alternative explanations or predictions. 7.S.1.6.6 Communicate and defend scientific procedures and explanations.
			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.		7.S.1.8.1 Read and evaluate technical instructions.
		Energy	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. 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.	8-9.PS.2.3.2* Classify energy as potential and/or kinetic and as energy contained in a field.	7.S.5.2.1 Explain how science and technology are interrelated. 7.S.5.2.2 Explain how science advances technology.
			PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. 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.		
			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.		
		Waves	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. PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.		
			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.		

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Middle School (6-8)	Life Science	Molecules to Organisms	LS1-MS-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.	5.S.3.3.1 Compare and contrast the structural differences between plant and animal cells.	
			LS1-MS-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.	7.S.3.3.3 Identify the functions of cell structures.	
			LS1-MS-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.	7.S.3.3.1 Explain the relationships among specialized cells, tissues, organs, organ systems, and organisms.	
			LS1-MS-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.	7.S.3.3.2 Identify the parts of specialized plant and animal cells.	
			LS1-MS-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.	7.S.3.2.1 Describe how energy stored in food is primarily derived from the Sun through photosynthesis.	
			LS1-MS-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	7.S.3.3.4 Describe cell functions that involve chemical reactions.	
		Ecosystems	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.	7.S.3.2.2 Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms.	
			LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	7.S.3.2.3 Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere.	
			LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	7.S.3.2.4 Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivores, and decomposers.	
			LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.	7.S.3.2.5 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	
			LS2-MS-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.		
			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.		
		Heredity	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.	7.S.3.3.5 Describe how dominant and recessive traits are inherited.	
			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.		
			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.		
			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.		
			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.		
			LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.		
Middle School (6-8)	Earth and Space Science	Earth's Place in the Universe	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.	7.S.3.1.1 Describe how natural selection explains species change over time.	
			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.		
			ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	8-9.ES.4.1.1* Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas.	
				4.S.4.1.2 Explain the effect of gravity on orbits and objects.	
				4.S.4.1.3 Explain the effect of moon's gravity on Earth's tides.	
			ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.	4.S.4.1.1 Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors).	

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Middle School (6-8)		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 history.	8-9.ES.4.1.2* Identify methods used to estimate geologic time.	
	Earth's Systems	ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	6.S.4.1.1* Explain the interactions among the solid earth, oceans, atmosphere, and organisms.	
			5.S.4.2.1 Explain the rock cycle and identify the three classifications of rocks.	
		ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	8-9.ES.4.1.3* Show how interactions among solid earth, oceans, atmosphere, and organisms have changed the earth system over time.	
		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.		
		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.	6.S.4.1.2* Explain the water cycle and its relationship to weather and climate.	
		ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	6 S.4.1.3* Identify cumulus, cirrus, and stratus clouds and how they relate to weather changes.	
		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.		
	Earth and Human Activity	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.		
		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.		
		ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	9-10.B.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.	
		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.	7.S.5.3.1 Identify alternative sources of energy.	
			9-10.B.5.3.1 Describe the difference between renewable and nonrenewable resources.	
		ESS3-MS-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.		

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High School (9-12) Crosswalk of the Revised Idaho Science Standards to the 2010 Science Standards

Crosswalk from Revised to Current Idaho Content Standards in Science					
Grade Level	Proposed Idaho Science Standards (ISS 2016)	Unit	Performance Standards	2007/2010 Science Standard	2007/10 Nature of Science Standards (now embedded in scientific and engineering practices required to complete Performance Expectations)
High School	Life Science (Biology)	Molecules to Organisms	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.	9-10.B.3.3.2 Explain cell functions involving chemical reactions.	9-10.B.1.1.1 Explain the scientific meaning of system, order, and organization.
			LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	9-10.B.3.3.1 Identify the particular structures that underlie the cellular functions.	9-10.B.1.1.2 Apply the concepts of order and organization to a given system.
			LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.		9-10.B.1.2.1 Use observations and data as evidence on which to base scientific explanations.
			LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	9-10.B.3.3.3 Explain how cells use DNA to store and use information for cell functions.	9-10.B.1.2.2 Develop models to explain concepts or systems.
			LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.		9-10.B.1.2.3 Develop scientific explanations based on knowledge, logic and analysis.
			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.		9-10.B.1.3.1 Measure changes that can occur in and among systems.
			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.	9-10.B.3.2.4 Describe cellular respiration and the synthesis of macromolecules.	9-10.B.1.3.2 Analyze changes that can occur in and among systems.
		Ecosystems	LS2-HS-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.		9-10.B.1.3.3 Measure and calculate using the metric system.
			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.		9-10.B.1.6.1 Identify questions and concepts that guide scientific investigations.
			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.		9-10.B.1.6.2 Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations.
			LS2-HS-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	9-10.B.3.2.1 Explain how matter tends toward more disorganized states (entropy).	9-10.B.1.6.3 Use appropriate technology and mathematics to make investigations.
				9-10.B.3.2.2 Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.	9-10.B.1.6.4 Formulate scientific explanations and models using logic and evidence.
			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.	9-10.B.3.2.3 Show how the energy for life is primarily derived from the Sun through photosynthesis.	9-10.B.1.6.5 Analyze alternative explanations and models.

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High School				9-10.B.3.2.5 Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities and their environment).	9-10.B.1.6.6 Communicate and defend a scientific argument.
			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.		9-10.B.1.6.7 Explain the differences among observations, hypotheses, and theories.
			LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.		9-10.B.1.8.1 Analyze technical writing, graphs, charts, and diagrams.
			LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.		9-10.B.5.2.1 Explain how science advances technology.
		Heredity	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.	9-10.B.3.3.4 Explain how selective expression of genes can produce specialized cells from a single cell.	9-10.B.5.2.2 Explain how technology advances science.
			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.		9-10.B.5.2.3 Explain how science and technology are pursued for different purposes.
			LS3-HS-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.		
		Biological Adaptation	LS4-HS- 1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.		
			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.	9-10.B.3.1.2 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.	
			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.		
			LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	9-10.B.3.1.1 Use the theory of evolution to explain how species change over time.	
			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.		
			LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.		
High School	Physical Science Chemistry	Structure and Properties	PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.		
			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.	8-9.PS.2.4.1 Describe the properties, function, and location of protons, neutrons, and electrons.	
High School			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.	8-9.PS.2.4.4 State the basic electrical properties of matter.	

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			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.	8-9 PS.2.4.2. Explain the processes of fission and fusion. 8-9.PS.2.4.3 Describe the characteristics of isotopes.	
			PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.		
		Chemical Reactions	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.		
			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.	8-9.PS.2.5.1 Explain how chemical reactions release or consume energy while the quantity of matter remains constant.	
			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.		
			PSC2-HS-4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.		
			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.		
		Energy	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.		
			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.		
			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).		
			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		
			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).		
High School	Physical Science	Motion: Forces and Interactions	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.	8-9*.PS.2.2.1 Explain motion using Newton's Laws of Motion.	

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		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.		
		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.		
		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.		
		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.		
		PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.		
	Energy	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.		
		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).	8-9.PS.2.3.1* Explain that energy can be transformed but cannot be created nor destroyed.	
		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.		
		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).		
		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.		
	Waves	PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.		
		PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.		
		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.		
High School		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.		

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			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.		
High School	Earth and Space Science	Earth's Place in the Universe	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.		
			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.		
			ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.		
			ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.		
			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.		
			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.		
		Earth's Systems	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.		
			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.		
			ESS2-HS-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	8-9.ES.4.2.1* Explain the internal and external energy sources of the earth.	
			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.		
			ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.		
			ESS2-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.		
			ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.		
		Earth and Human Activity	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.		
			ESS3-HS-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.		
			ESS3-HS-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.		

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		ESS3-HS-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	9-10.B.5.1.1 Analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.	
		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.		
		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.		

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IDAHO PUBLIC DRIVER EDUCATION AND TRAINING CONTENT STANDARDS AND BENCHMARKS

Mission: Idaho Public Driver Education programs provide an introduction to the tools and skills necessary to become safer drivers.

Content Standards indicate the essential knowledge and skills based on Idaho traffic laws and principles of safety that a student should know and be able to do for successful completion of an Idaho approved public driver education and training program.

Benchmarks define the content knowledge, skills, abilities, and behaviors upon successful completion of the Idaho public driver education and training course.

CONTENT STANDARD 1

COURSE OVERVIEW AND PARENT ORIENTATION

1.1 Understanding Course Requirements

BENCHMARKS:

The student and parent/guardian will ~~describe and/or discuss:~~ be presented:

- (a) 1.1.1 the Idaho public driver education and training program goals
- (b) 1.1.2 the course structure, policies and rules
- (c) 1.1.3 the Graduated Driver Licensing Law and procedures for compliance
- (d) 1.1.4 the responsibilities of the instructor, parent and student during the course
- (e) 1.1.5 the process of obtaining ~~and~~, maintaining, and renewing, an Idaho driver's license
- (f) 1.1.6 the types of driver's licenses and instruction permits
- (g) 1.1.7 special information that may be placed on a driver license or instruction permit
- (h) 1.1.8 licensing restrictions, suspensions, and revocations placed on driving privileges (i) ~~the license renewal process~~
- (j) 1.1.9 the purpose of the Supervised Driving Guide or a comparable document (k) ~~ways to obtain guided behind the wheel practice~~

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1.2 Understanding the Nature of Driving

BENCHMARKS:

The student will:

- (a) 1.2.1 examine the behaviors resulting in driver errors and crashes in Idaho
- (b) 1.2.2 examine crash statistics in Idaho and nationally
- (c) 1.2.3 review the risks associated with poor driving habits and how risk can be minimized

CONTENT STANDARD 2

VEHICLE AWARENESS

2.1 Identifying Gauges and Warning Symbols Inside a Vehicle

BENCHMARKS:

The student will locate and describe:

- (a) 2.1.1 the function of alert and warning symbols and gauges found in a ~~driver education~~ vehicle
- (b) ~~the function of alert and warning symbols and gauges found in a family vehicle~~

2.2 Operating Vehicle Control Devices

BENCHMARKS:

The student will describe and demonstrate:

- (a) 2.2.1 the use of vehicle control devices found in a driver education vehicle
- (b) 2.2.2 the use of safety, communication, and convenience devices found in a driver education vehicle

2.3 Preparing to Drive

BENCHMARKS:

The student will describe and demonstrate:

- (a) 2.3.1 pre-entry tasks
- (b) 2.3.2 entry tasks made prior to starting and moving a motor vehicle to accommodate air bags and maximize safety
- (c) 2.3.3 check all passengers for safety restraint use
- (d) 2.3.4 traditional and enhanced mirror adjustments to reduce blind spots and glare
- (e) ~~enhanced mirror adjustments to reduce blind spots and glare~~

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(#) [2.3.5](#) the steps involved in securing a vehicle after it is stopped and a drive is completed

2.4 Protecting Occupants

BENCHMARKS:

The student will:

- (a) [2.4.1](#) describe the three collisions of a crash and the effect on the restrained and unrestrained human body
- (b) [2.4.2](#) identify and/or describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection

CONTENT STANDARD 3

TRAFFIC CONTROL

3.1 Traffic Control Devices and Laws

BENCHMARKS:

The student will:

- (a) [3.1.1](#) describe the purposes for traffic control devices
- (b) [3.1.2](#) list the colors and shapes and describe the functions of traffic signs, traffic signals, and traffic signal/sign combinations
- (c) [3.1.3](#) list and explain meanings of colors and meaning of roadway markings
- (d) [3.1.4](#) describe and/or demonstrate appropriate driver responses to roadway signs, traffic signals, and roadway markings
- (e) [3.1.5](#) apply traffic laws for operating a motor vehicle on public streets and highways.

3.2 Right of Way Rules

BENCHMARKS:

The student will:

- (a) [3.2.1](#) define “right of way”
- (b) [3.2.2](#) discuss the consequences for failure to yield the right of way
- (c) [3.2.3](#) apply the rules of yielding the right of way at intersections
- (d) [3.2.4](#) apply the rules of yielding the right of way when merging
- (e) [3.2.5](#) discuss reasons for and/or apply rules of yielding right of way to emergency vehicles, funerals, school buses, and pedestrians

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- (f) 3.2.6 discuss and/or apply rules of yielding in school zones and construction zones
- (g) 3.2.7 discuss and/or apply rules of yielding right of way at intersections with highway-rail grade crossings
- (g) 3.2.8 discuss and/or demonstrate procedures to safely navigate a center shared turn lane, turn lanes and roundabouts.

CONTENT STANDARD 4

VEHICLE CONTROL

4.1 Vehicle Positioning

BENCHMARKS:

The student will identify, describe, and/or demonstrate:

- (a) 4.1.1 the blind areas to the front, sides, and rear of a vehicle
- (b) 4.1.2 a visual reference point that will place the front bumper at a line or curb when stopping
- (c) 4.1.3 a visual reference point that will place the right side tires 6-12 inches, 3 feet, and 6 feet from a line or curb
- (d) 4.1.4 a visual reference point that will place the left side tires 6-12 inches from a line or curb
- (e) 4.1.5 a visual reference point for placement of a vehicle in the center of a lane
- (f) 4.1.6 visual reference points for placement of the rear bumper at a line or curb
- (g) 4.1.7 lane placement and visual reference points for setup, entry to, and exiting from a turn

4.2 Performing Basic Control

BENCHMARKS:

The student will describe and demonstrate:

- (a) 4.2.1 proper starting procedures tasks (i.e.: Parking brake set, proper gear selection, foot on brake, proper use of ignition, headlights on for safety)
- (b) 4.2.2 steering wheel control techniques (i.e.: Push Pull, Hand Over Hand, One Hand Backing and Limited Evasive) and when each is used
- (c) 4.2.3 procedures for entering and leaving the roadway (i.e.: identify open space before moving foot from brake to accelerator, communication)
- (d) 4.2.4 acceleration control _____

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- (e) [4.2.5](#) controlled, threshold, and trail braking control
- (f) [4.2.6](#) proper entry into and exit out of a 90 degree corner
- (g) [4.2.7](#) procedures for left and right precision turns from a stopped and moving position
- (h) [4.2.8](#) procedures for backing straight and while turning

4.3 Lane Changes and Passing

BENCHMARKS:

The student will describe and demonstrate:

- (a) [4.3.1](#) compliance with the legal requirements for a lane change
- (b) [4.3.2](#) safe gap selection for a lane change
- (c) [4.3.3](#) appropriate lane positions prior to a lane change
- (d) [4.3.4](#) effective speed adjustments for a lane change
- (e) [4.3.5](#) effective blind area checks and mirror use prior to making a lane

change The student will describe:

- (a) [4.3.6](#) the legal requirements for passing
- (b) [4.3.7](#) safe gap selection and lane return for passing another vehicle
- (c) [4.3.8](#) effective speed adjustments for passing another vehicle and lane return
- (d) [4.3.9](#) appropriate lane positions prior to passing another vehicle

4.4 Performing Turnabouts

BENCHMARKS:

The student will describe and demonstrate:

- (a) [4.4.1](#) U-turns
- (b) [4.4.2](#) 2-point turns
- (c) [4.4.3](#) 3-point turns

4.5 Parking Maneuvers

BENCHMARKS:

The student will demonstrate:

- (a) [4.5.1](#) angled parking
- (b) [4.5.2](#) parallel parking
- (c) [4.5.3](#) street/curb parking
- (d) [4.5.4](#) perpendicular forward parking

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- (e) [4.5.5](#) perpendicular backing-into parking
- (f) [4.5.6](#) parking on a hill – uphill with a curb
- (g) [4.5.7](#) parking on a hill – uphill without a curb
- (h) [4.5.8](#) parking on a hill – downhill with a curb
- (i) [4.5.9](#) parking on a hill – downhill without a curb
- (j) [4.5.10](#) recognition of restricted parking areas

CONTENT STANDARD 5

CONTROLLING THE AREA AROUND YOUR VEHICLE

5.1 Using Vision for Vehicle Control

BENCHMARKS:

The student will:

- (a) [5.1.1](#) identify fields of vision and their use while operating a motor vehicle (b) ~~identify strategies for overcoming physical visual problems~~
- (e) [5.1.2](#) analyze the effect speed has on vision
- (f) [5.1.3](#) identify techniques to improve vision while driving
- (g) [5.1.4](#) describe the vehicle control sequence of vision, motion, and steering control
- (h) [5.1.5](#) discuss how optical illusions can affect the driving task

5.2 Time and Space Management Systems and Strategies

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) [5.2.1](#) the components of a space management system
- (b) [5.2.2](#) responses to changes in line of sight restrictions
- (c) [5.2.3](#) responses to changes in path of travel restrictions
- (d) [5.2.4](#) the six zone locations around a vehicle
- (e) [5.2.5](#) adjusting lane positions and speed to control space around a vehicle
- (f) [5.2.6](#) how to select a safe gap for vehicle maneuvers
- (g) [5.2.7](#) responses to traffic to the front, sides, and rear of the vehicle
- (h) [5.2.8](#) safe following intervals
- (i) [5.2.9](#) appropriate communication techniques to inform other roadways users of driver actions prior to a speed or lane position adjustment

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5.3 Intersections

BENCHMARKS:

- (a) The student will identify and/or describe appropriate responses to/for:
 - (a) recognition of and responses to different intersection types
 - (b) searching for and responding to traffic signs, signals, and markings at intersections
 - (c) identification of and response to controlled and uncontrolled railroad crossings
 - (d) visual searching skills to the left, front, right, and rear of the vehicle at intersections
 - (e) visual searching skills to identify and select the best lane position, best speed, and communication at intersections
 - (f) recognition of and response to legal, staggered, and safety stop positions at intersections

CONTENT STANDARD 6

THE PHYSICS OF DRIVING

6.1 The Effects of Gravity and Energy of Motion on a Vehicle

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) definitions of gravity and energy of motion
- (b) the effects gravity and energy of motion have on friction and traction
- (c) the effect of speed on energy of motion
- (d) the forces of an impact
- (e) the impact of tire condition and air pressure on traction
- (f) the forces involved while in a curve
- (g) the factors that affect braking distance
- (h) the consequences of vehicle modifications on vehicle balance and traction
- (i) the forces of energy on vehicles of different weights and size
- (j) the effect of vehicle load on vehicle balance
- (k) the cause and effect of vehicle load changes from side to side, front to rear, and rear to front
- (l) how aggressive steering, braking, and acceleration affects vehicle balance and control
- (m) traction loss to both the front and rear wheels

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- (n) [6.1.14](#) how to manage traction loss on a front-wheel drive, rear-wheel drive, and all-wheel drive vehicle
- (o) [6.1.15](#) conditions that can create traction loss and vehicle imbalance
- (p) [6.1.16](#) how traction and vehicle balance are affected by steering, acceleration, deceleration, and roadway surfaces
- (q) [6.1.17](#) the function, advantages, and proper braking techniques of two and four-wheel anti-lock braking systems
- (r) [6.1.18](#) various steering, stability control, and traction control systems

6.2 Negotiating Hills and Curves

Benchmarks:

The student will describe and/or demonstrate:

- (a) [6.2.1](#) line of sight and path of travel restrictions on hills and curves
- (b) [6.2.2](#) proper approach to hills and curves
- (c) [6.2.3](#) proper speed for ascending and descending a hill
- (d) [6.2.4](#) proper stopping and starting on a hill
- (e) [6.2.5](#) proper speed and lane positions for approach, apex and exit on hills and curves
- (f) [6.2.6](#) conditions that can affect traction and procedures to maintain traction on hills and curves

CONTENT STANDARD 7

DRIVING ENVIRONMENTS

7.1 Rural Driving

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) [7.1.1](#) characteristics and hazards of rural driving environments
- (b) [7.1.2](#) recognition and response to signs, signals and markings in rural environments
- (c) [7.1.3](#) responses to animals in rural areas and abide by Idaho's Open Range Law
- (d) [7.1.4](#) responses to road conditions and surfaces with proper lane selection, lane position, and speed in rural environments
- (e) [7.1.5](#) recognition of and responses to slow moving vehicles

7.2 Urban Driving

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The student will describe and/or demonstrate:

- (a) [7.2.1](#) characteristics and hazards of urban driving environments
- (b) [7.2.2](#) recognition and response to signs, signals and markings in urban environments
- (c) [7.2.3](#) recognition of and response to problems due to congestion and plan alternate appropriate routes
- (d) [7.2.4](#) responses to road conditions and surfaces with proper lane selection, lane position, and speed in urban environments
- (e) [7.2.5](#) appropriate lane choice, lane changes and passing

7.3 Driving on Limited Access Highways (Freeways)

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) [7.3.1](#) the characteristics, advantages and disadvantages of limited access highways (freeways)
- (b) [7.3.2](#) recognition of and responses to signs, signals, and markings on limited access highways (freeways)
- (c) [7.3.3](#) recognition of and responses to the types of expressway interchanges, (i.e.: the cloverleaf, diamond, trumpet, and directional interchange)
- (d) [7.3.4](#) appropriate lane choice, lane changes and passing
- (e) [7.3.5](#) recognition of and responses to problems due to congestion and plan alternate appropriate routes
- (f) [7.3.6](#) appropriate entering and exiting limited access highways (freeways)
- (g) [7.3.7](#) recognition of how higher speeds affect vehicle control

7.4 Driving at Night and in Other Reduced Visibility Conditions

BENCHMARKS:

The student will describe and/or demonstrate:

- (a) [7.4.1](#) sources of glare and procedures to protect from glare
- (b) [7.4.2](#) driving strategies during low light or darkness conditions
- (c) [7.4.3](#) the laws and the proper use of headlights
- (d) [7.4.4](#) limited visibility conditions (i.e.: fog, smoke, snow, rain and dust, etc.) and procedures to reduce risk

7.5 Driving During Adverse Weather Conditions

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The student will describe and/or demonstrate:

- (a) [7.5.1](#) adverse weather driving conditions (i.e.: flooding, heat, cold, storms, blizzards, strong wind, etc)
- (b) [7.5.2](#) risks associated with and strategies to compensate for driving during adverse weather driving conditions

CONTENT STANDARD 8

COOPERATING WITH OTHER ROADWAY USERS

8.1 Driving Within the Highway Transportation System

BENCHMARKS:

The student will describe:

- (a) [8.1.1](#) the components of the Highway Transportation System
- (b) [8.1.2](#) the impact and consequences of personal driving attitudes, choices, and behaviors on themselves and others.
- (c) [8.1.3](#) driver responsibilities for sharing the road with a variety of motorized and non- motorized roadway users and animals
- (d) [8.1.4](#) procedures for traffic stops by a police officer

8.2 Responding to Emergencies.

BENCHMARKS:

The student will identify and/or describe appropriate responses to/for:

- (a) [8.2.1](#) sudden tire deflation, problems with the accelerator, engine, cooling system, steering, electrical system, lighting, brake failures, vehicle fire, etc.
- (b) [8.2.2](#) conditions resulting in skids
- (c) [8.2.3](#) conditions requiring emergency evasive steering
- (d) [8.2.4](#) returning a vehicle to the roadway from an off-road condition.

8.3 Responsibilities after a Crash

BENCHMARKS:

The student will describe:

- (a) [8.3.1](#) Idaho's Good Samaritan Law

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- (+) [8.3.2](#) what to do at the scene of a crash
- (e) [8.3.3](#) the criteria for when law enforcement must be called after a crash
- (+) [8.3.4](#) the importance of following emergency personnel's directions
- (e) [8.3.5](#) Idaho's vehicle insurance requirements

CONTENT STANDARD 9

BEING A RESPONSIBLE DRIVER

9.1 Effects of Emotions on Driving

BENCHMARKS:

The student will describe and/or discuss:

- (a) [9.1.1](#) emotions and their ~~affect effect~~ on driver attitudes, choices and behaviors
- (b) [9.1.2](#) ways to manage emotions while driving

9.2 Disabilities and Driving

BENCHMARKS:

The student will describe and/or discuss:

- (a) [9.2.1](#) temporary and permanent disabilities that may affect the driving task
- (b) [9.2.2](#) actions drivers can take to compensate for disabilities while driving

9.3 Alcohol and Drugs

BENCHMARKS:

The student will describe and/or discuss:

- (a) [9.3.1](#) how legal and illegal alcohol and drugs affect people differently; (*i.e.:*
~~body weight, tolerance, time, etc.~~)
- (b) [9.3.2](#) the amount of alcohol in various drinks
- (c) [9.3.3](#) the multiplying effects of alcohol and/or drugs
- (d) [9.3.4](#) the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking
- (e) [9.3.5](#) the increased probability of being involved in a fatal traffic crash after drinking and/or using drugs

9.4 Alcohol / Drug Involved Crashes and Idaho Laws

The student will describe and/or discuss:

- (a) ~~why alcohol is the most commonly used and abused drug involved with driving~~

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- (b) 9.4.1 facts about teenage drinking and impaired driving in Idaho and the United States
- (c) 9.4.2 reasons and excuses for why people drive drunk or drugged impaired
- (d) 9.4.3 the effect alcohol-related impaired crashes have on families and communities
- (e) 9.4.4 Idaho rules, regulations, and penalties for alcohol and drug use use and abuse in Idaho
- (f) 9.4.5 ways to intervene when someone is impaired and intends to drive

9.5 Drowsy Driving

BENCHMARKS:

The student will describe and/or discuss:

- (a) 9.5.1 the physical and mental symptoms and effects affect of fatigue on driver behavior
- (b) the importance of sleep and its effect on performance
- (c) the physical and mental symptoms of fatigue on the driving task
- (d) 9.5.2 strategies to prevent and/or reduce driving while fatigued and drowsy

9.6 Aggressive Driving

BENCHMARKS:

The student will describe and/or demonstrate: discuss:

- (a) 9.6.1 aggressive driving behaviors
- (b) 9.6.2 strategies to reduce conflicts while driving
- (c) 9.6.3 how emotions and situations can lead to dangerous driving behaviors
- (d) 9.6.4 how aggressive driving behaviors can lead to road rage

9.7 Distracted Driving

BENCHMARKS:

The student will identify and describe:

- (b) 9.7.1 how mental, physical, and visual distractions effect driving
9.7.2 how mobile devices and other technologies can create distractions while driving
- (a) 9.7.3 how passengers can create distractions while driving
- (b) 9.7.4 personal habits that can create distractions while driving
- (c) 9.7.5 conditions inside and outside the vehicle that can create distractions while driving
- (d) 9.7.6 strategies for reducing distractions while driving
- (e) 9.7.7 the relationship between distracted driving and vehicle crashes and fatalities in Idaho and nationally

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**2010 IDAHO CONTENT
 STANDARDS K-12**

INFORMATION AND COMMUNICATION TECHNOLOGY

Standard 1: Creativity and Innovation

Goals:	K-2	3-5	6-8	9-12
Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.	K-2.ICT.1.1.1 Use multiple forms of knowledge to create products.	3-5.ICT.1.1.1 Demonstrate different ways to gain knowledge to create products.	6-8.ICT.1.1.1 Apply existing knowledge to generate new ideas, products, or processes.	9-12.ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.
	K-2.ICT.1.1.2 Create original works as a means of personal or group expression.	3-5.ICT.1.1.2 Create original works as a means of personal or group expression incorporating teacher selected resources.	6-8.ICT.1.1.2 Create original works as a means of personal or group expression using student selected resources.	9-12.ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.
	K-2.ICT.1.1.3 Use models and games to introduce systems.	3-5.ICT.1.1.3 Interpret models and simulations to explore systems and issues.	6-8.ICT.1.1.3 Build models and simulations to explore systems, issues and trends.	9-12.ICT.1.1.3 Create models and simulations to explore complex systems and issues, identify trends and forecast possibilities.

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Standard 2: Communication and Collaboration

Goals:	K-2	3-5	6-8	9-12
Goal 2.1: Use digital media and environments to communicate and work collaboratively, to support individual learning, and to contribute to the learning of others.	K-2. ICT.2.1.1 Identify and use digital media and environments to share ideas.	3-5. ICT.2.1.1 Illustrate and present ideas using digital media and environments.	6-8. ICT.2.1.1 Inquire, interact, and communicate ideas, employing a variety of digital media and environments.	9-12. ICT.2.1.1 Inquire, interact and publish with peers, experts, or others employing a variety of digital media and environments.
	K-2. ICT.2.1.2 Identify issues in a group setting using digital tools.	3-5. ICT.2.1.2 Select an issue and use digital tools and media to present solutions collaboratively.	6-8. ICT.2.1.2 Collaborate with others using digital tools and media to identify and research an issue, compare solutions, and make a decision.	9-12. ICT.2.1.2 Collaborate with others using digital tools and media to identify issues and exchange ideas, develop new understandings, make decisions and/or solve problems.

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Standard 3: Research Skills and Critical Thinking

Goals	K-2	3-5	6-8	9-12
Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources	K-2.ICT.3.1.1 Identify information needs and questions to solve an information problem or make an informed decision.	3-5.ICT.3.1.1 Categorize and understand information needs and create research questions to solve an information problem or make an informed decision.	6-8.ICT.3.1.1 Organize and analyze information needs to formulate research questions to solve an information problem or make an informed decision.	9-12.ICT.3.1.1 Design research questions and strategies based on information needs to solve an information problem or make an informed decision.
	K-2.ICT.3.1.2 Identify information resources for specific tasks.	3-5.ICT.3.1.2 Select information resources to solve an information problem or make an informed decision.	6-8.ICT.3.1.2 Compare and select information resources to solve an information problem or make an informed decision.	9-12.ICT.3.1.2 Evaluate and select a variety of resources to solve an information problem or make an informed decision.
	K-2.ICT.3.1.3 Identify navigation skills in accessing resources such as table of contents, index, menu, and search fields.	3-5.ICT.3.1.3 Demonstrate navigation skills in accessing information resources.	6-8.ICT.3.1.3 Demonstrate navigation skills in accessing a variety of information resources and begin using advanced search skills.	9-12.ICT.3.1.3 Formulate specific searches using advanced navigation skills to access a variety of resources.
	K-2.ICT.3.1.4 Collect and analyze data and information to make decisions and draw conclusions.	3-5.ICT.3.1.4 Collect and analyze data and information to make decisions, draw conclusions, and create new understanding.	6-8.ICT.3.1.4 Collect, analyze and organize data and information to make decisions, draw conclusions, and create new understanding.	9-12.ICT.3.1.4 Collect, analyze, organize, and interpret data and information to make informed decisions, draw conclusions, and construct new understanding and knowledge.

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Standard 4: Digital Citizenship

Goals:	K-2	3-5	6-8	9-12
Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.	K-2.ICT.4.1.1 Identify safe and responsible use of information and technology such as careful disclosure of personal information.	3-5.ICT.4.1.1 Describe safe, ethical, and responsible practices in the use of information and technology.	6-8.ICT.4.1.1 Practice safe, ethical, legal, and responsible use of information and technology.	9-12.ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.
	K-2.ICT.4.1.2 Identify the source of information.	3-5.ICT.4.1.2 Identify and cite information and sources in an ethical and responsible manner.	6-8.ICT.4.1.2 Use and cite all information and sources in an ethical and responsible manner.	9-12.ICT.4.1.2 Practice and explain the importance of citing information sources.

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Standard 5: Technology Operations & Concepts

Goals:	K-2	3-5	6-8	9-12
Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations.	K-2.ICT.5.1.1 Identify and use technology tools including hardware and electronic devices.	3-5.ICT.5.1.1 Identify and use technology tools independently such as electronic devices and keyboards.	6-8.ICT.5.1.1 Differentiate, use and integrate technology tools.	9-12.ICT.5.1.1 Evaluate, configure, and implement various technologies.
	K-2.ICT.5.1.2 Identify and use software applications with assistance.	3-5.ICT.5.1.2 Identify and use software applications independently.	6-8.ICT.5.1.2 Select and use software applications.	9-12.ICT.5.1.2 Select, use and integrate various software applications.
	K-2.ICT.5.1.3 No objectives at this grade level	3-5.ICT.5.1.3 Identify technology tools and software application problems.	6-8.ICT.5.1.3 Troubleshoot technology tools and software applications.	9-12.ICT.5.1.3 Troubleshoot technology systems and software applications.
	K-2.ICT.5.1.4 No objectives at this grade level	3-5.ICT.5.1.4 Identify and experiment with new technologies such as hardware, software applications and web-based applications.	6-8.ICT.5.1.4 Apply previous knowledge to new technologies.	9-12.ICT.5.1.4 Integrate new technologies into current knowledge and practices

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INFORMATION AND COMMUNICATION TECHNOLOGY

Standard 1: Empowered Learner

Goals:	K-2	3-5	6-8	9-12
<u>Goal 1:</u>	<u>ICT.K-2.1.a</u>	<u>ICT.3-5.1.a</u>	<u>ICT.6-8.1.a</u>	<u>ICT.9-12.1.a</u>
<u>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</u>	<u>With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.</u>	<u>Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.</u>	<u>Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.</u>	<u>Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</u>
	<u>ICT.K-2.1.b</u>	<u>ICT.3-5.1.b</u>	<u>ICT.6-8.1.b</u>	<u>ICT.9-12.1.b</u>
	<u>With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning.</u>	<u>With the oversight and support of an educator, Students build a network of experts and peers within school policy, and customize their environments to enhance their learning.</u>	<u>Students identify and develop online networks within school policy, and customize their learning environments in ways that support their learning, in collaboration with an educator.</u>	<u>Students build networks and customize their learning environments in ways that support their individualized learning process.</u>
	<u>ICT.K-2.1.c</u>	<u>ICT.3-5.1.c</u>	<u>ICT.6-8.1.c</u>	<u>ICT.9-12.1.c</u>
	<u>With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.</u>	<u>Students seek feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.</u>	<u>Students actively seek performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.</u>	<u>Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</u>

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	<u>ICT.K-2.1.d</u>	<u>ICT.3-5.1.d</u>	<u>ICT.6-8.1.d</u>	<u>ICT.9-12.1.d</u>
	<p><u>With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.</u></p>	<p><u>Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.</u></p>	<p><u>Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.</u></p>	<p><u>Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</u></p>

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Standard 2: Digital Citizen

Goals:	K-2	3-5	6-8	9-12
Goal 2:	<u>ICT.K-2.2.a</u>	<u>ICT.3-5.2.a</u>	<u>ICT.6-8.2.a</u>	<u>ICT.9-12.2.a</u>
<u>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</u>	<u>Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.</u>	<u>Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.</u>	<u>Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.</u>	<u>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</u>
	<u>ICT.K-2.2.b</u>	<u>ICT.3-5.2.b</u>	<u>ICT.6-8.2.b</u>	<u>ICT.9-12.2.b</u>
	<u>With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.</u>	<u>With guidance from an educator, students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online.</u>	<u>Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.</u>	<u>Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</u>
	<u>ICT.K-2.2.c</u>	<u>ICT.3-5.2.c</u>	<u>ICT.6-8.2.c</u>	<u>ICT.9-12.2.c</u>
	<u>With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.</u>	<u>Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.</u>	<u>Students demonstrate and advocate for an understanding of intellectual property with both print and digital media—including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.</u>	<u>Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</u>
	<u>ICT.K-2.2.d</u>	<u>ICT.3-5.2.d</u>	<u>ICT.6-8.2.d</u>	<u>ICT.9-12.2.d</u>
	<u>With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.</u>	<u>Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.</u>	<u>Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work.</u>	<u>Students manage their personal data to maintain digital privacy and security and are aware of data collection technology used to track their navigation online.</u>

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Standard 3: Knowledge Constructor

Goals	K-2	3-5	6-8	9-12
<u>Goal 3:</u>	<u>ICT.K-2.3.a</u>	<u>ICT.3-5.3.a</u>	<u>ICT.6-8.3.a</u>	<u>ICT.9-12.3.a</u>
<u>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</u>	<u>With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.</u>	<u>Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.</u>	<u>Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.</u>	<u>Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</u>
	<u>ICT.K-2.3.b</u>	<u>ICT.3-5.3.b</u>	<u>ICT.6-8.3.b</u>	<u>ICT.9-12.3.b</u>
	<u>With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content.</u>	<u>Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.</u>	<u>Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.</u>	<u>Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</u>
	<u>ICT.K-2.3.c</u>	<u>ICT.3-5.3.c</u>	<u>ICT.6-8.3.c</u>	<u>ICT.9-12.3.c</u>
	<u>With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning.</u>	<u>Using a variety of strategies, students organize information and make meaningful connections between resources.</u>	<u>Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.</u>	<u>Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</u>
	<u>ICT.K-2.3.d</u>	<u>ICT.3-5.3.d</u>	<u>ICT.6-8.3.d</u>	<u>ICT.9-12.3.d</u>
	<u>With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.</u>	<u>Students explore real-world problems and issues and collaborate with others to find answers or solutions.</u>	<u>Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.</u>	<u>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</u>

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Standard 4: Innovative Designer

Goals:	K-2	3-5	6-8	9-12
<u>Goal 4:</u>	<u>ICT.K-2.4.a</u>	<u>ICT.3-5.4.a</u>	<u>ICT.6-8.4.a</u>	<u>ICT.9-12.4.a</u>
<u>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</u>	<u>With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning.</u>	<u>Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others.</u>	<u>Students engage in a design process and employ it to generate ideas, create innovative products or solve authentic problems.</u>	<u>Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</u>
	<u>ICT.K-2.4.b</u>	<u>ICT.3-5.4.b</u>	<u>ICT.6-8.4.b</u>	<u>ICT.9-12.4.b</u>
	<u>Students use age-appropriate digital and non-digital tools to design something and are aware of the step-by-step process of designing.</u>	<u>Students use digital and non-digital tools to plan and manage a design process.</u>	<u>Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks.</u>	<u>Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</u>
	<u>ICT.K-2.4.c</u>	<u>ICT.3-5.4.c</u>	<u>ICT.6-8.4.c</u>	<u>ICT.9-12.4.c</u>
	<u>Students use a design process to develop ideas or creations, and they test their design and redesign if necessary.</u>	<u>Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays.</u>	<u>Students engage in a design process to develop, test and revise prototypes, embracing the cyclical process of trial and error and understanding problems or setbacks as potential opportunities for improvement.</u>	<u>Students develop, test and refine prototypes as part of a cyclical design process.</u>
	<u>ICT.K-2.4.d</u>	<u>ICT.3-5.4.d</u>	<u>ICT.6-8.4.d</u>	<u>ICT.9-12.4.d</u>
	<u>Students demonstrate perseverance when working to complete a challenging task.</u>	<u>Students demonstrate perseverance when working with open-ended problems.</u>	<u>Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.</u>	<u>Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</u>

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Standard 5: Computational Thinker

Goals:	K-2	3-5	6-8	9-12
<u>Goal 5:</u>	<u>ICT.K-2.5.a</u>	<u>ICT.3-5.5.a</u>	<u>ICT.6-8.5.a</u>	<u>ICT.9-12.5.a</u>
<u>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</u>	<u>With guidance from an educator, students identify a problem and select appropriate technology tools to explore and find solutions.</u>	<u>Students explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator.</u>	<u>Students practice defining problems to solve by computing for data analysis, modeling or algorithmic thinking.</u>	<u>Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</u>
	<u>ICT.K-2.5.b</u>	<u>ICT.3-5.5.b</u>	<u>ICT.6-8.5.b</u>	<u>ICT.9-12.5.b</u>
	<u>With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.</u>	<u>Students select effective technology to represent data.</u>	<u>Students find or organize data and use technology to analyze and represent it to solve problems and make decisions.</u>	<u>Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</u>
	<u>ICT.K-2.5.c</u>	<u>ICT.3-5.5.c</u>	<u>ICT.6-8.5.c</u>	<u>ICT.9-12.5.c</u>
	<u>With guidance from an educator, students break a problem into parts and identify ways to solve the problem.</u>	<u>Students break down problems into smaller parts, identify key information, and propose solutions.</u>	<u>Students break problems into component parts, identify key pieces and use that information to problem solve.</u>	<u>Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</u>
	<u>ICT.K-2.5.d</u>	<u>ICT.3-5.5.d</u>	<u>ICT.6-8.5.d</u>	<u>ICT.9-12.5.d</u>
	<u>Students understand how technology is used to make a task easier or repeatable and can identify real-world examples.</u>	<u>Students understand and explore basic concepts related to automation, patterns and algorithmic thinking.</u>	<u>Students demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.</u>	<u>Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</u>

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Standard 6: Creative Communicator

Goals:	K-2	3-5	6-8	9-12
<u>Goal 6:</u>	<u>ICT.K-2.6.a</u>	<u>ICT.3-5.6.a</u>	<u>ICT.6-8.6.a</u>	<u>ICT.9-12.6.a</u>
<u>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</u>	<u>With guidance from an educator, students choose different tools for creating something new or for communicating with others.</u> <u>ICT.K-2.6.b</u>	<u>Students recognize and utilize the features and functions of a variety of creation or communication tools.</u> <u>ICT.3-5.6.b</u>	<u>Students select appropriate platforms and tools to create, share and communicate their work effectively.</u> <u>ICT.6-8.6.b</u>	<u>Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</u> <u>ICT.9-12.6.b</u>
	<u>Students use digital tools to create original works.</u>	<u>Student create original works and learn strategies for remixing or repurposing to create new artifacts.</u>	<u>Students create original works or responsibly repurpose or remix other digital resources into new creative works.</u>	<u>Students create original works or responsibly repurpose or remix digital resources into new creations.</u>
	<u>ICT.K-2.6.c</u>	<u>ICT.3-5.6.c</u>	<u>ICT.6-8.6.c</u>	<u>ICT.9-12.6.c</u>
	<u>With guidance from an educator, students share ideas in multiple ways—visual, audio, etc.</u>	<u>Students create digital artifacts to communicate ideas visually and graphically.</u>	<u>Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.</u>	<u>Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</u>
	<u>ICT.K-2.6.d</u>	<u>ICT.3-5.6.d</u>	<u>ICT.6-8.6.d</u>	<u>ICT.9-12.6.d</u>
	<u>With guidance from an educator, students select technology to share their ideas with different people.</u>	<u>Students learn about audience and consider their expected audience when creating digital artifacts and presentations.</u>	<u>Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences.</u>	<u>Students publish or present content that customizes the message and medium for their intended audiences.</u>

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Standard 7: Global Collaborator

Goals:	K-2	3-5	6-8	9-12
Goal 7:	<u>ICT.K-2.7.a</u>	<u>ICT.3-5.7.a</u>	<u>ICT.6-8.7.a</u>	<u>ICT.9-12.7.a</u>
<u>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</u>	<u>With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.</u> <u>ICT.K-2.7.b</u>	<u>Students use digital tools to work with friends and people from different backgrounds or cultures.</u> <u>ICT.3-5.7.b</u>	<u>Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures.</u> <u>ICT.6-8.7.b</u>	<u>Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</u> <u>ICT.9-12.7.b</u>
	<u>With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.</u> <u>ICT.K-2.7.c</u>	<u>Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.</u> <u>ICT.3-5.7.c</u>	<u>Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspective.</u> <u>ICT.6-8.7.c</u>	<u>Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</u> <u>ICT.9-12.7.c</u>
	<u>With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.</u> <u>ICT.K-2.7.d</u>	<u>Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.</u> <u>ICT.3-5.7.d</u>	<u>Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.</u> <u>ICT.6-8.7.d</u>	<u>Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</u> <u>ICT.9-12.7.d</u>
	<u>With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.</u>	<u>Students work with others using collaborative technologies to explore local and global issues.</u>	<u>Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues.</u>	<u>Students explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.</u>
<u>* Standards and Goals utilized from the 2016 ISTE Standards for Students</u>				

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Idaho Content Standards: Information and Communication Technology Crosswalk - Draft

Information and Communication Technology (2017)

Information and Communication Technology Standards (2010)	Standard 1: Empowered Learner	Standard 2: Digital Citizen	Standard 3: Knowledge Constructor	Standard 4: Innovative Designer	Standard 5: Computational Thinker	Standard 6: Creative Communicator	Standard 7: Global Collaborator
Standard 1: Creativity and Innovation				X	X	X	
Standard 2: Communication and Collaboration	X					X	X
Standard 3: Research Skills and Critical Thinking			X	X	X	X	X
Standard 4: Digital Citizenship	X	X					
Standard 5: Technology Operations & Concepts	X						

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Temporary Rule, IDAPA 08.02.02.015.02, Rules Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1258, Idaho Code
IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

This proposed temporary rule provides for the amendment of IDAPA 08.02.02.015.02, which will add the Occupational Therapist Endorsement and Physical Therapist Endorsement to the Pupil Personnel Services Certificate.

Occupational therapists (OT) and physical therapists (PT) are professional school personnel and should reflect professional school personnel salaries. Since there are currently no endorsements for OT or PT, districts that employ them must code them as classified, which has a significantly lower funding allocation. Creating the endorsement for OT and PT will allow OT and PT staff the option to become certified, which will permit the districts that employ them to code them as a certificated position, which will increase their funding allocation.

The temporary rule will confer a benefit, in that those OT and PT staff may be coded as certificated positions effective the commencement of the 2017-2018 school year. This change is also being addressed in Pending Rule Docket No. 08-0202-1701, which, if approved, will become effective upon expiration of the temporary rule.

IMPACT

The creation of endorsements for these professionals will allow districts additional funding options for these types of student services. This temporary rule confers a benefit to those OT/PT employed by districts at the start of the 2017-2018 school year.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.015.02

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff in our public school system are made up of classified and certificated staff. Funding provided by the state for these positions is based on the average daily attendance of students converted into support units, the support units are then used to calculate the school district or charter schools staff allowance. The staff allowance is calculated for instructional staff (certificated), pupil service staff (certificated), administrative staff (certificated), and classified staff. School districts and charter schools are then distributed personnel funds based on their

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staff allowance for each category. The state appropriates personnel funds at a higher rate for certificated staff than it does for classified staff. School districts and charter schools may hire more staff than the state pays for, however, there is a limit on the number of staff under the amount calculated that a school district may hire without their salary based apportionment being reduced. Creating an endorsement for the Pupil Personnel Services Certificate for occupational and physical therapist will allow these individuals to be certificated and will allow for them to be funded based on the career ladder funding model, which will require the state to calculate funding for these positions at a higher rate than the funding calculations for classified staff. The actual amount distributed to the school districts for certificated staff is the average salary of the staff in the category multiplied by the school districts or charter schools staff allowance for that category. If a school district has hired more certificated staff in the pupil service staff category than their staff allowance, then any benefit would be negligible, if a school district or charter school has additional positions in their pupil personnel services staff allowance than they may be able to receive additional funding for these staff.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a stand alone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

Temporary rules that are approved prior to the start of a legislative session expire at the end of that legislative session unless action is taken by the legislature to extend the rule. The legislature does not see temporary rules unless there is a request for an extension.

BOARD ACTION

I move to approve the temporary rule amendment to IDAPA 08.02.02.015.02, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

02. Pupil Personnel Services Certificate. Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-25-16)

a. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate-Endorsed

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Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-25-16)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a Counselor K-12 Endorsement. (3-25-16)

b. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

c. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (3-25-16)

(1) Health program management; (3-25-16)

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- (2) Child and adolescent health issues; (3-25-16)
- (3) Counseling, psychology, or social work; or (3-25-16)
- (4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

d. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

e. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

f. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

g. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

h. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

i. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist Endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho

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Bureau of Occupational License.

(- -)

j. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist Endorsement. The Pupil Personnel Services Certificate with a Physical Therapist endorsement is valid for five (5) years. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational License. (- -)

03. Administrator Certificate. Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

a. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-25-16)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-25-16)

v. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-25-16)

b. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-25-16)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

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iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-25-16)

v. An institutional recommendation is required for a School Superintendent Endorsement. (3-25-16)

c. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-25-16)

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership; (3-25-16)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-25-16)

v. Have completed an administrative internship/practicum in the area of administration of special education and related services; and (3-25-16)

vi. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-25-16)

04. Certification Standards For Career Technical Educators. Teachers of career technical courses or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Standard Instructional Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Career Technical Education, and application processes are managed by the Division of Career Technical Education. (3-29-17)

05. Degree Based Career Technical Certification. (3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural and Natural Resources; Business Technology Education; Family and Consumer Sciences; Marketing Technology Education; Computer Science Technology and Engineering Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four thousand (4,000) clock hours of related work experience or shall have completed a Division of Career Technical Education approved practicum in their respective field of specialization. (3-29-17)

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b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of career technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Career Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the Division of Career Technical Education. (3-29-17)

i. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate with an applicable endorsement; (3-29-17)

ii. Provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; (3-29-17)

iii. Hold a master's degree; and (3-25-16)

iv. Complete at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of career technical education; administration of personnel; and legal aspects of career technical education, and statewide framework for teacher evaluations that includes a laboratory component. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-29-17)

v. To renew the Career Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for career technical instructional staff. (3-29-17)

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate-Endorsed Counselor K-12 and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-25-16)

06. Occupational Specialist Certificate. The Occupational Specialist Certificates are industry based career technical certifications issued in lieu of a degree based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-29-17)

a. Be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-29-17)

i. Have eight (8) years or sixteen thousand (16,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the eight (8) years on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-29-17)

ii. Have a baccalaureate degree in the specific occupation or related area, plus three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation; or (3-29-17)

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iii. Meet one (1) of the following: (3-25-16)

(1) Be a journeyman with two (2) years of recent, full-time, gainful, related work experience, or have completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved state apprenticeship agency; (3-29-17)

(2) Pass an approved state or national certification examination plus three (3) years of recent, gainful, related work experience (length and type of work experience will be determined on an individual basis); or (3-29-17)

(3) Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, gainful, related work experience (length and type of work experience will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-29-17)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in public schools. The certificate is valid for three (3) years and is non-renewable: (3-29-17)

i. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; (3-29-17)

ii. Complete a new-teacher induction workshop at the state or district level; (3-25-16)

iii. Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily demonstrate competencies in Principles/Foundations of Occupational Education and Methods of Teaching Occupational Education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; and Measurement and Evaluation. (3-29-17)

c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have: (3-29-17)

i. Completed the pre-service workshop sponsored by the Division of Career Technical Education and an approved course in career technical methods and student assessment; and (3-29-17)

ii. Completed a new-teacher induction workshop at the state or district level; and (3-29-17)

iii. Can satisfactorily demonstrate competencies in Principles/Foundations of Occupational Education and Methods of Teaching Occupational Education; and (3-29-17)

iv. Can demonstrate competencies in two (2) of the following areas: Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; and Measurement and Evaluation; and (3-29-17)

v. The Standard Occupational Specialist Certificate is valid for five (5) years and must be renewed pursuant to Section 060 of these rules. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit. Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit. (3-29-17)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

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- i. Meet the requirements for the Standard Occupational Specialist Certificate; (3-29-17)
- ii. Can provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved education related course work, such as educational methodology in the content area, in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-29-17)
- iii. File a new professional development plan for the next certification period; and (3-25-16)
- iv. The Advanced Occupational Specialist Certificate is valid for five (5) years and must be renewed pursuant to Section 060. At least three (3) educationally focused semester credits must be taken for university or college credit. Verification will be based on an official transcript. In addition to the minimum of three (3) semester credits, in-service activities or related work experience may be used. Credit equivalencies will be based on verification of one hundred twenty (120) hours of approved related work experience or forty-five (45) hours of participation at approved technical conferences, institutes and workshops or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. Work experience may be prorated at the rate of forty (40) hours per credit. Technical conference, institutes, or workshop participation may be prorated at the rate of fifteen (15) hours per credit. (3-29-17)

07. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-29-17)

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

- c. The candidate must meet the following qualifications: (3-25-16)
 - i. Hold a master's degree or higher in the content area being taught; (3-25-16)
 - ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
 - iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

08. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (3-25-16)

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c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

a. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16)

b. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

10. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction", or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify: (3-29-17)

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended endorsement (Birth - Grade 3) who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-29-17)

ii. Each teacher holding a Standard Instructional Certificate (K-8) who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-29-17)

iii. Each teacher holding a Standard Instructional Certificate (6-12) teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-29-17)

iv. Each teacher holding a Standard Exceptional Child Generalist Endorsement who is employed by a school district or charter school as a special education teacher. (3-29-17)

v. Each school administrator coming from out-of-state holding an Administrator Certificate who is employed by a school district or charter school. (3-29-17)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

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c. Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals must successfully complete an Idaho Comprehensive Literacy course in order to recertify:

(3-25-16)

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Endorsement (Birth - Grade 3) who is employed by a school district or charter school; (3-29-17)

ii. Each teacher holding a Standard Instructional Certificate (K-8) who is employed by a school district or charter school; and (3-29-17)

iii. Each teacher holding a Standard Exceptional Child Generalist Endorsement who is employed by a school district or charter school. (3-29-17)

d. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved teacher preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation.

(3-29-17)

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SUBJECT

Requesting excision of territory from Nampa School District No. 131 for annexation to Vallivue School District No. 139

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code, IDAPA 08.02.01.050

BACKGROUND/DISCUSSION

Homeowners of the Colter Bay, Astoria Park, and North Pointe Subdivisions and the surrounding properties submitted a petition requesting an excision of territory from Nampa School District No. 131 to be annexed to Vallivue School District No. 139. The Nampa School Board considered the petition at its December 13, 2016 meeting and voted to neither support nor oppose the petition. The Vallivue School Board considered the petition at its December 13, 2016 meeting and voted to maintain a neutral position.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law.

IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Jean Uranga, Attorney at Law, acted as hearing officer for this petition. A notice of hearing was mailed to the petitioner, Nampa and Vallivue School Districts, and the State Department of Education on April 28, 2017. The hearing was conducted on May 15, 2017, at Snake River Elementary School in Nampa, Idaho, for purposes of gathering public comment on the proposed boundary amendment. Approximately 42 people attended the hearing, and 27 people in attendance offered comment. Of the 27 individuals who testified, 21 testified in support of approving the petition, and six (6) spoke in opposition. In addition, the hearing officer received one (1) written comment via email in opposition to the petition.

The hearing officer concluded that the proposed boundary change would be in the best interest of the children residing in the area proposed to be annexed to Vallivue. The officer's recommendation is that "the Petition...be granted if the State Department of Education confirms the excision would not leave either school district with a bonded debt in excess of the limit prescribed by law."

In response to the hearing officer's recommendation, Mr. Randy Dewey, Director of Finance for the Nampa School District, provided a letter on June 5, 2017, to

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Department staff confirming that Nampa School District's bonded debt would not exceed the limit prescribed by law if the proposed area is excised.

IMPACT

Approval of this petition will allow the proposal to go to a vote before the school district electors residing in the area described in the petition.

ATTACHMENTS

Attachment 1 – Petition	Page 5
Attachment 2 – Vallivue School Board Recommendation	Page 100
Attachment 3 – Nampa School Board Recommendation	Page 106
Attachment 4 – Notice of Hearing	Page 112
Attachment 5 – Findings of Fact, Conclusions of Law and Recommendations from Hearing Officer	Page 114
Attachment 6 – Letter from Randy Dewey, Nampa School District	Page 122
Attachment 7 – Market value analysis from Canyon County	Page 123

STAFF COMMENTS AND RECOMMENDATIONS

Requests for excisions and annexations of property between school districts are submitted to the Department of Education. The Department of Education verifies the petition meets all of the requirements set forth in Section 33-308, Idaho Code, and assigns a hearing officer. Following receipt of the hearing officer's finding and verification of the bonded debt requirements, the Department prepares and submits the requests to the State Board of Education for consideration.

Approval of the request by the Board will allow the proposal to be submitted to the school district electors residing in the area described in the petition. Pursuant to Section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met, the Board of Education must disapprove the proposal. The hearing officer has included in the findings of fact that the school district boundary change would be in the best interest of the children residing in the area impacted.

Section 33-1103, Idaho Code sets out the limitations on the amount of debt that is authorized a percent of the assessed market value of the property within the school district. If the property value within the area being excised were to leave the school district with a bonded debt greater than the prescribed limits the petition would have to be denied. Pursuant to Section 33-1103, Idaho Code subsection (3) the bonded debt limit for Nampa School District is 5%. According to the letter provided by the Nampa School District, their bonded debt would not exceed 5%.

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BOARD ACTION

I move to accept the recommendation of the hearing officer and to approve the excision and annexation of property from Nampa School District No. 131 to Vallivue School District No. 139.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

**Home owners in the
Colter Bay, Astoria Park, North Pointe subdivisions
& surrounding properties**

TO:

**Mr. Pat Charlton, Vallivue School District #139 Superintendent and Board of Trustees
5207 S. Montana Avenue
Caldwell, ID 83607-1583**

AND

**Mr. David Peterson, Nampa School District #131 Superintendent and Board of Trustees
619 S. Canyon St
Nampa, ID 83686**

**Vallivue and Nampa School Districts,
This report and petition has been prepared by Roberto Valadez. Please address any questions
or concerns to me.**

**Idaho State Board of Education,
Please advise me of the decision you make regarding the requested excision/annexation as
outlined in this report and petition.**

Your time and review of this report and petition is very much appreciated.

Sincerely,

**Roberto Valadez
17344 N. Chouteau Ave.
Nampa ID, 83687
208-863-4498**

RECEIVED NOV 28 2016

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11/23/2016

Dear Vallivue School District 139 and Nampa School District 131,

The community of interest is encompassed within the one square mile located between the roads - Cherry Ln. north to Ustick Rd. and Northside Blvd. east to Franklin Blvd.. Vallivue School District #139 boundaries follow 3 of the 4 roads that encompass this area. The area described has three subdivisions; Colter Bay, Astoria Park and North Pointe which contain 455 houses as well as approximately 65 outlining houses for an estimated total of 520 family homes. Using the 2010 US Census statistics for the city of Nampa, we estimate there are approximately 136 children under the age of 5 and 449 children under the age of 18 in the proposed annexation area.

Nampa population, census, April 1, 2010	81,557
Nampa housing units, April 1, 2010	30,507
Nampa persons per housing unit April 1, 2010	2.67
Nampa population under 5 years, percent, April 1, 2010	9.80%
Nampa population under 5 years, April 1, 2010	7,993
Nampa Children under age 5 per housing unit Housing units, April 1, 2010	0.26
Nampa population under age 18, percent April 1, 2010	32.30%
Nampa population under age 18, April 1, 2010	26,343
Nampa Children under age 18 per housing unit	0.86
Approximate Housing units that reside in the 1 square mile as described: Cherry LN north to Ustick RD and Northside Blvd. East to Franklin Blvd.	520
Estimated children under 5 years	136
Estimated children under 18 years	449

Currently this neighborhood is within the boundary of Nampa School District #131. The children living in this area travel between 3-4 miles to attend Snake River Elementary, 8-9 miles to attend East Valley Middle High and 6-7 miles to attend Columbia High School. The routes to these schools include crossing over a freeway, passing through multiple stop lights/signs and for the middle and high schools - the entire city of Nampa. Nampa School District #131 currently busses our children long distances away from their homes when there are Vallivue schools right behind our homes and in some cases, within walking and bicycling distance. These Vallivue schools currently include:

- o Birch Elementary
- o East Canyon Elementary
- o Desert Springs Elementary

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- o Sage Valley Middle School
- o Ridgevue High School

We would like to see our community annexed into Vallivue School District #139 while simultaneously excised from Nampa School District #131. We believe this would be in the best interest of the children residing in this area. Not only because the time spent in the classroom but for the availability to grow as an individual by way of more accessible extra curricular activities. Our children's current situation does not easily allow for students to participate in these school sanctioned activities due to the lack of transportation or burden placed on parents due to the distance needed to travel to participate.

Respectfully,

Home owners in the
Colter Bay, Astoria Park, North Pointe subdivisions
& the surrounding properties

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Attachments:

- Idaho Statute Title 33-308
- Written Legal Boundary Description for Vallivue School District 139 Current (Canyon County Revised 1/81 revised 3/90 - provided by: Amy Roche, Board Materials & Rules Program Specialist, Idaho State Department of Education, 650 W. State St., Boise, ID 83702, (208) 332-6812
- Written Legal Boundary Description for Nampa School District 131 Current (Canyon County effective 6/88 (Scism Annexation) - provided by: Amy Roche, Board Materials & Rules Program Specialist, Idaho State Department of Education, 650 W. State St., Boise, ID 83702, (208) 332-6812
- Proposed Annexation/Excision Legal Land Description - per Mason & Stanfield, Inc. - Professional Engineers, Land Surveyors and Planners. 826 3rd St. South, Nampa ID, 83651 - 208-454-0256
- Written Legal Boundary Description of the Vallivue School District 139 - As if Amended per Mason & Stanfield, Inc. - Professional Engineers, Land Surveyors and Planners. 826 3rd St. South, Nampa ID, 83651 - 208-454-0256
- Written Legal Boundary Description of the Nampa School District 131 - As if Amended per Mason & Stanfield, Inc. - Professional Engineers, Land Surveyors and Planners. 826 3rd St. South, Nampa ID, 83651 - 208-454-0256
- Vallivue School District #139 & Nampa School District #131 Boundary Map - Before excision/annexation
- Vallivue School District #139 & Nampa School District #131 Boundary Map - Before excision/annexation - close up
- Vallivue School District #139 & Nampa School District #131 Boundary Map - After excision/annexation
- Vallivue School District #139 & Nampa School District #131 Boundary Map - After excision/annexation - close up
- E-mail correspondence per Kathy Bradley - Canyon County Elections Supervisor "There were 725 voters in the designated area. There are 196 valid signatures". Confirmation of over ¼ of the the School district electors in the area proposed to be excised and annexed.
- Petition and signature pages verified by the District Court Third Judicial District.
- Letter from Colter Bay Subdivision resident - Virginie and Sebastien Parmantier
- Letter from Colter Bay Subdivision resident - Amber Christensen
- Letter from Colter Bay subdivision resident - Kayla Gross
- Map showing proximity of Vallivue and Nampa elementary schools to address 17522 Northside Blvd. Nampa Idaho 83687 of which is located within the proposed excision/annexation area and is within the Nampa School District 131 boundary.
- Map showing proximity of Vallivue and Nampa middle schools to address 17522 Northside Blvd. Nampa Idaho 83687 of which is located within the proposed excision/annexation area and is within the Nampa School District 131 boundary.

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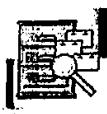
Attachments continued:

- Map showing proximity of Vallivue and Nampa high schools to address 17522 Northside Blvd. Nampa Idaho 83687 of which is located within the proposed excision/annexation area and is within the Nampa School District 131 boundary.
- Closing Statement

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11/23/2016

Statutes



Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 3 SCHOOL DISTRICTS

33-308. EXCISION AND ANNEXATION OF TERRITORY. (1) A board of trustees of any school district including a specially chartered school district, or one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district, may petition in writing proposing the annexation of the area to another and contiguous school district.

(2) Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed. The petition shall contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

(3) The board of trustees of each school district, no later than ten (10) days after its first regular meeting held subsequent to receipt of the petition, shall transmit the petition, with recommendations, to the state department of education.

- (4) The state board of education shall approve the proposal provided:
- (a) The excision and annexation is in the best interests of the children residing in the area described in the petition; and
 - (b) The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.

If either condition is not met, the state board shall disapprove the proposal. The approval or disapproval shall be expressed in writing to the board of trustees of each school district named in the petition.

(5) If the state board of education shall approve the proposal, it shall be submitted to the school district electors residing in the area

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described in the petition, at an election held in the manner provided in chapter 14, title 34, Idaho Code. Such election shall be held on the date authorized in section 34-106, Idaho Code, which is nearest to sixty (60) days after the state board approves the proposal.

(6) At the election there shall be submitted to the electors having the qualifications of electors in a school district bond election and residing in the area proposed to be annexed:

(a) The question of whether the area described in the petition shall be excised from school district no. () and annexed to contiguous school district no. (); and

(b) The question of assumption of the appropriate proportion of any bonded debt, and the interest thereon, of the proposed annexing school district.

(7) If a majority of the school district electors in the area described in the petition, voting in the election, shall vote in favor of the proposal to excise and annex the said area, and if in the area the electors voting on the question of the assumption of bonded debt and interest have approved such assumption by the proportion of votes cast as is required by section 3, article VIII, of the constitution of the state of Idaho, the proposal shall carry and be approved. Otherwise, it shall fail.

(8) If the proposal shall be approved by the electors in the manner prescribed, the board of canvassers shall thereupon promptly notify the state department of education and the affected school districts of such results. The superintendent of public instruction shall make an appropriate order for the boundaries of the affected school districts to be altered, and the legal descriptions of the school districts shall be altered, as prescribed in section 33-307, Idaho Code.

History:

[33-308, added 1963, ch. 13, sec. 38, p. 27; am. 1998, ch. 244, sec. 1, p. 804; am. 2009, ch. 107, sec. 2, p. 340; am. 2009, ch. 341, sec. 24, p. 1008; am. 2010, ch. 215, sec. 1, p. 482.]

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Canyon County
Revised 1/81
Revised 3/90

VALLIVUE SCHOOL DISTRICT NO. 139

BEGINNING at the NE corner of Sec. 24, Twp. 4 N, R 2 WBM; thence south 3 miles to the SE corner of Sec. 36, said township and range; thence east 1 mile to the NE corner of Sec. 6, Twp. 3 N, R 1 WBM; thence south 2 miles; thence west 3 miles to the SW corner of Sec. 11, Twp. 3 N, R 2 WBM; thence north 2 miles; thence west 1 mile; thence south 2 miles to the SE corner of Sec. 9, Twp. 3 N, R 2 WBM; thence west 1 mile; thence south 1 mile to the SE corner of Sec. 17, said township and range; thence west approximately 5 miles to the SW corner of Sec. 15, Twp. 3 N, R 3 WBM; thence south 3 miles to the SE corner of Sec. 33, said township and range; thence east 2 miles to the NE corner of Sec. 2, Twp. 2 N, R 3 WBM; thence south 1/2 mile; thence east 1/2 mile; thence south 1 & 1/2 miles to the S 1/4 corner of Sec. 12, Twp. 2 N, R 3 WBM; thence west 1 & 1/2 miles; thence south 4 miles to the SE corner of Sec. 34, said township and range; thence west 2 miles to the SW corner of Sec. 33, Twp. 2 N, R 3 WBM; thence south 2 miles to the SW corner of Sec. 9, Twp. 1 N, R 3 WBM; thence west 1/4 mile, more or less, to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line; thence following the middle of the channel of the Snake River and said county line in a general northwesterly direction to its intersection with the north section line of Sec. 14, Twp. 2 N, R 4 WBM; thence east 1/2 mile, more or less, to the NE corner of said Sec. 14; thence north 1/2 mile; thence east 1/4 mile; thence north 1/2 mile; thence east 3/4 mile to the SW corner of Sec. 6, Twp. 2 N, R 3 WBM; thence north 2 & 1/2 miles; thence west 1 & 1/2 miles; thence south 1/2 mile to the S 1/4 corner of Sec. 26, Twp. 3 N, R 4 WBM; thence west approximately 1 mile to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line; thence following the middle of the channel of the Snake River and said county line in a northwesterly direction to its intersection with the north-south centerline of Sec. 17, Twp. 3 N, R 4 WBM; thence north 2 & 1/2 miles, more or less, to the N 1/4 corner of Sec. 5, said township and range; thence west 1 mile; thence north 1 & 3/4 miles to the SW corner of the NW 1/4 NE 1/4 of Sec. 30, Twp. 4 N, R 4 WBM; thence east 1/4 mile; thence north 1/2 mile; thence west 1/4 mile; thence north 3/4 mile, more or less, to the N 1/4 corner of Sec. 19, Twp. 4 N, R 4 WBM; thence east 1/2 mile; thence north 3/4 mile; thence east 1/4 mile; thence north 1/4 mile to the NE corner of the NW 1/4 NW 1/4 of Sec. 17, said township and range; thence east 3/4 mile, more or less, to the NE corner of said Sec. 17; thence south to the north bank of the Riverside Canal; thence following the north bank of the Riverside Canal in a southeasterly direction to its intersection with the north-south centerline of Sec. 15, Twp. 4 N, R 4 WBM; thence north 2 & 3/4 miles, more or less, to the south bank of the main channel of the Boise River; thence following said south bank of the main channel of the Boise River in a southeasterly direction to its intersection with the east section line of Sec. 18, Twp. 4 N, R 3 WBM; thence following the section line south 3 & 3/4 miles, more or less, to the SE corner of Sec. 31, said township and range; thence west 1 mile; thence south 1 mile to the SE corner of Sec.

Vallivue School Dist. #139

Canyon County
Revised 1/81
Revised 3/90

1, Twp. 3 N, R 4 WBM; thence east 3 & 1/2 miles; thence north 1/2 mile; thence east 1/4 mile; thence north 1/4 mile; thence west 1/4 mile; thence north 1/4 mile to the N 1/4 corner of Sec. 3, Twp. 3 N, R 3 WBM; thence east 2 & 1/2 miles to the SE corner of Sec. 36, Twp. 4 N, R 3 WBM; thence north 1 & 1/2 miles; thence west 1 mile to the W 1/4 corner of Sec. 25, said township and range; thence north 2 & 3/4 miles, more or less, to the south bank of the main channel of the Boise River; thence easterly following the south bank of the main channel of the Boise River to the Ada County line; thence south to the point of beginning.

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FILE No.065 07/27 '01 15:08 ID:

FAX:

PAGE 1/ 1

Canyon County
Effective 8/88
(Sclsm Annexation)

NAMPA SCHOOL DISTRICT NO. 131

BEGINNING at the NW corner of Sec. 3, Twp. 3 N, R 2 WBM; thence south 2 miles, more or less, on the section line to the SW corner of Sec. 10; thence west 1 mile to the NW corner of Sec. 16, Twp. 3 N, R 2 WBM; thence south 1 mile to the SW corner of Sec. 18; thence west 5 miles to the NW corner of Sec. 22, Twp. 3 N, R 3 WBM; thence south 3 miles to the SW corner of Sec. 34; thence east 2 miles to the SW corner of Sec. 36; thence south 1/2 mile to the west 1/4 corner of Sec. 1, Twp. 2 N, R 3 WBM; thence east 1/2 mile; thence south 1 & 1/2 miles to the NE corner of the NW 1/4, Sec. 13, Twp. 2 N, R 3 WBM; thence west 1 & 1/2 miles to the NW corner of Sec. 14; thence south on the section line to the SW corner of Sec. 35; thence west 2 miles to the NW corner of Sec. 4, Twp. 1 N, R 3 WBM; thence south 2 miles to the SW corner of Sec. 9; thence east on the section line to the SE corner of Sec. 9, Twp. 1 N, R 2 WBM; thence north 2 miles to the NE corner of Sec. 4; thence east to the south 1/4 corner of Sec. 34, Twp. 2 N, R 2 WBM; thence north 1 mile to the north 1/4 corner of Sec. 34; thence east to the SE corner of Sec. 27, Twp. 2 N, R 2 WBM; thence north 1 & 1/2 miles to the west 1/4 corner of Sec. 23; thence east 1 mile to the east 1/4 corner of Sec. 23; thence north 1/2 mile to the SE corner of Sec. 14, Twp. 2 N, R 2 WBM; thence east 1/2 mile; thence north 1/2 mile to the center of Sec. 13; thence east 1 & 1/2 miles, more or less, to the east 1/4 corner of Sec. 18, Twp. 2 N, R 1 WBM; thence north 1/2 mile; thence east 1 mile to the SE corner of Sec. 8, Twp. 2 N, R 1 WBM; thence north 3 miles to the NE corner of Sec. 32, Twp. 3 N, R 1 WBM; thence west 1 mile; thence north 5/8 mile, more or less; thence east 1/4 mile; thence north 7/8 mile to the east-west center line, Sec. 20, Twp. 3 N, R 1 WBM; thence east 3/4 mile to the east 1/4 corner of Sec. 20; thence north 1 mile to the east 1/4 corner of Sec. 17, Twp. 3 N, R 1 WBM; thence west 1 mile; thence north 1/2 mile to the NE corner of Sec. 18, Twp. 3 N, R 1 WBM; thence west on the section line 3 miles, more or less, to the NW corner of Sec. 14, Twp. 3 N, R 2 WBM; thence north 2 miles to the NE corner of Sec. 3, Twp. 3 N, R 2 WBM; thence west 1 mile to the NW corner of Sec. 3, the point of beginning.

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

*Mason &
Stanfield, Inc.*

Professional Engineers, Land Surveyors and Planners

826 3RD St. South, Nampa, ID 83651

Ph (208) 454-0256 Fax (208) 454-0979

e-mail: dholzhey@mseng.us

For: Robert Valadez

Job No.: OC0516

Date: October 26, 2016

NAMPA SCHOOL DISTRICT No. 131
AND
VALLIVUE SCHOOL DISTRICT No. 139
EXCHANGE SCHOOL BOUNDARY

BEGINNING at the northwest corner of Sec. 03, T. 3 N, R. 2 W, BM;

Thence south 1 mile, more or less, to the southwest corner of Sec. 03;

Thence east 1 mile, more or less, to the southeast corner of Sec. 03;

Thence north 1 mile, more or less, to the northeast corner of Sec. 03;

Thence west 1 mile, more or less, to the **POINT OF BEGINNING**;



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**



Professional Engineers, Land Surveyors and Planners

826 3RD St. South, Nampa, ID 83651

Ph (208) 454-0256 Fax (208) 454-0979

e-mail: dholzhey@mseng.us

For: Robert Valadez
Job No.: OC0516
Date: October 14, 2016

**VALLIVUE SCHOOL DISTRICT No. 139
NEW BOUNDARY**

BEGINNING at the NE corner of Sec. 24, T 4 N, R 2 W, BM;

Thence south 3 miles, more or less, to the SE corner of Sec. 36, said township and range;

Thence east 1 mile, more or less, to the NE corner of Sec. 6, T 3 N, R 1 W, BM;

Thence south 2 miles, more or less;

Thence west 3 miles, more or less, to the SW corner of Sec. 11, T 3 N, R 2 W, BM;

Thence north 1 miles, more or less, to the NE corner of Sec. 10, T 3 N, R 2 W, BM;

Thence west 1 mile, more or less, to the NW corner of Sec. 10, T 3 N, R 2 W, BM;

Thence south 1 miles, more or less, to the SE corner of Sec. 9, T 3 N, R 2 W, BM;

Thence west 1 mile, more or less;

Thence south 1 mile, more or less, to the SE corner of Sec. 17, said township and range;

Thence west approximately 5 miles, more or less, to the SW corner of Sec. 15, T 3 N, R 3 W,
BM;

Thence south 3 miles, more or less, to the SE corner of Sec. 33, said township and range;

Vallivue School District No. 131
Page 1 of 4

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Thence east 2 miles, more or less, to the NE corner of Sec. 2, T 2 N, R 3 W, BM;

Thence south 0.5 miles, more or less;

Thence east 0.5 miles, more or less;

Thence south 1.5 miles, more or less, to the S 1/4 corner of Sec. 12, T 2 N, R 3 W, BM;

Thence west 1.5 miles, more or less, more or less;

Thence south 4 miles, more or less, to the SE corner of Sec. 34, said township and range;

Thence west 2 miles, more or less, to the SW corner of Sec. 33, T 2 N, R 3 W, BM;

Thence south 2 miles, more or less, to the SW corner of Sec. 9, T 1 N, R 3 W, BM;

Thence west 0.25 mile, more or less, to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;

Thence following the middle of the channel of the Snake River and said county line in a general northwesterly direction to its intersection with the north section line of Sec. 14, T 2 N, R 4 W, BM;

Thence east 0.5 mile, more or less, to the NE corner of said Sec. 14;

Thence north 0.5 miles, more or less;

Thence east 0.25 miles, more or less;

Thence north 0.5 miles, more or less;

Thence east 0.75 mile, more or less, to the SW corner of Sec. 6, Twp 2 N, R 3 W, BM;

Thence north 2.5 miles, more or less;

Thence west 1.5 miles, more or less;

Thence south 0.5 mile, more or less, to the S 1/4 corner of Sec. 26, T 3 N, R 4 W, BM;

Thence west approximately 1 mile, more or less, to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Thence following the middle of the channel of the Snake River and said county line in a northwesterly direction to its intersection with the north-south centerline of Sec. 17, T 3 N, R 4 W, BM;

Thence north 2.5 miles, more or less, to the N 1/4 corner of Sec. 5, said township and range;

Thence west 1 mile, more or less;

Thence north 1.75 miles to the SW corner of the NW 1/4 NE 1/4 of Sec. 30, T 4 N, R 4 W, BM;

Thence east 0.25 mile, more or less;

Thence north 0.5 mile, more or less;

Thence west 0.25 mile, more or less;

Thence north 0.75 mile, more or less, to the N 1/4 corner of Sec. 19, T 4 N, R 4 W, BM;

Thence east 0.5 mile, more or less;

Thence north 0.75 mile, more or less;

Thence east 0.25 mile, more or less;

Thence north 0.25 mile, more or less, to the NE corner of the NW 1/4 NW 1/4 of Sec. 17, said township and range;

Thence east 0.75 mile, more or less, to the NE corner of said Sec. 17;

Thence south to the north bank of the Riverside Canal;

Thence following the north bank of the Riverside Canal in a southeasterly direction to its intersection with the north-south centerline of Sec. 15, T 4 N, R 4 W, BM;

Thence north 2.75 miles, more or less, to the south bank of the main channel of the Boise River;

Thence following said south bank of the main channel of the Boise River in a southeasterly direction to its intersection with the east section line of Sec. 18, T 4 N, R 3 W, BM;

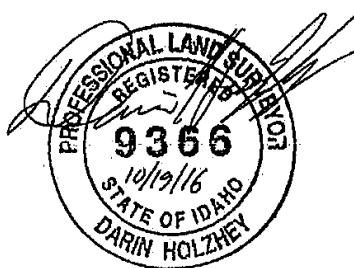
Thence following the section line south 3.75 miles, more or less, to the SE corner of Sec. 31, said township and range;

Thence west 1 mile, more or less;

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Thence south 1 mile, more or less, to the SE Corner of Sec. 1, T 3 N, R 4 W, BM;
Thence east 3.5 miles, more or less;
Thence north 0.5 mile, more or less;
Thence east 0.25 mile, more or less;
Thence north 0.25 mile, more or less;
Thence west 0.25 mile, more or less;
Thence north 0.25 mile, more or less, to the N 1/4 corner of Sec. 3, T 3 N, R 3 W, BM;
Thence east 2.5 miles, more or less, to the SE corner of Sec. 36, T 4 N, R 3 W, BM;
Thence north 1.5 miles, more or less;
Thence west 1 mile, more or less, to the W 1/4 corner of Sec. 25, said township and range;
Thence north 2.75 miles, more or less, to the south bank of the main channel of the Boise River;
Thence easterly following the south bank of the main channel of the Boise River to the Ada County line;
Thence south to the **POINT OF BEGINNING.**

Vallivue School District No. 131
Page 4 of 4



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**



Professional Engineers, Land Surveyors and Planners

826 3RD St. South, Nampa, ID 83651

Ph (208) 454-0256 Fax (208) 454-0979

e-mail: dholzhey@mseng.us

For: Robert Valadez
Job No.: OC0516
Date: October 14, 2016

**NAMPA SCHOOL DISTRICT No. 131
NEW BOUNDARY**

BEGINNING at the northwest corner of Sec. 10, T. 3 N, R. 2 W, BM;

Thence south 1 mile, more or less, to the southwest corner of Sec. 10;

Thence west 1 mile, more or less, to the northwest corner of Sec. 16, T. 3 N, R. 2 W, BM;

Thence south 1 mile, more or less, to the southwest corner of Sec. 16;

Thence west 5 miles, more or less, to the northwest corner of Sec. 22, T. 3 N, R. 3 W, BM;

Thence south 3 miles, more or less, to the southwest corner of Sec. 34;

Thence east 2 miles, more or less, to the southwest corner of Sec. 36;

Thence south 0.5 mile, more or less, to the west 1/4 corner of Sec. 1, T. 2 N, R. 3 W, BM;

Thence east 0.5 mile, more or less;

Thence south 1.5 miles, more or less, to the northeast corner of the northwest 1/4, Sec. 13, T. 2 N, R. 3 W, BM;

Thence west 1.5 miles, more or less, to the northwest corner of Sec. 14;

Thence south on the section line to the southwest corner of Sec. 35;

Thence west 2 miles, more or less, to the northwest corner of Sec. 4, T. 1 N, R. 3 W, BM;

Nampa School District No. 131
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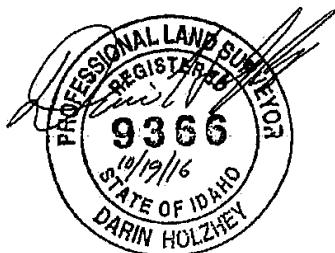
**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Thence south 2 miles, more or less, to the southwest corner of Sec. 9;
Thence east on the section line to the southeast corner of Sec. 9, T. 1 N, R. 2 W, BM;
Thence north 2 miles, more or less, to the northeast corner of Sec. 4;
Thence east to the south 1/4 corner of Sec. 34, T. 2 N, R. 2 W, BM;
Thence north 1 mile, more or less, to the north 1/4 corner of Sec. 34;
Thence east to the southeast corner of Sec. 27, T. 2 N, R. 2 W, BM;
Thence north 1.5 miles, more or less, to the west 1/4 corner of Sec. 23;
Thence east 1 mile, more or less, to the east 1/4 corner of Sec. 23;
Thence north 0.5 mile, more or less, to the southeast corner of Sec. 14, Twp 2 N, R. 2 W, BM;
Thence east 0.5 mile, more or less;
Thence north 0.5 mile, more or less, to the center of Sec. 13;
Thence east 1.5 miles, more or less, to the east 1/4 corner of Sec. 18, T. 2 N, R. 1 W, BM;
Thence north 0.5 mile, more or less;
Thence east 1 mile, more or less, to the southeast corner of Sec. 8, T. 2 N, R. 1 W, BM;
Thence north 3 miles, more or less, to the northeast corner of Sec. 32, T. 3 N, R. 1 W, BM;
Thence west 1 mile, more or less;
Thence north 5/8 mile, more or less;
Thence east 0.25 mile, more or less;
Thence north 7/8 mile, more or less, to the east-west center line, Sec. 20, T. 3 N, R. 1 W, BM;
Thence east 0.75 mile, more or less, to the east 1/4 corner of Sec. 20;
Thence north 1 mile, more or less, to the east 1/4 corner of Sec. 17, T. 3 N, R. 1 W, BM;
Thence west 1 mile, more or less;

Nampa School District No. 131
Page 2 of 3

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

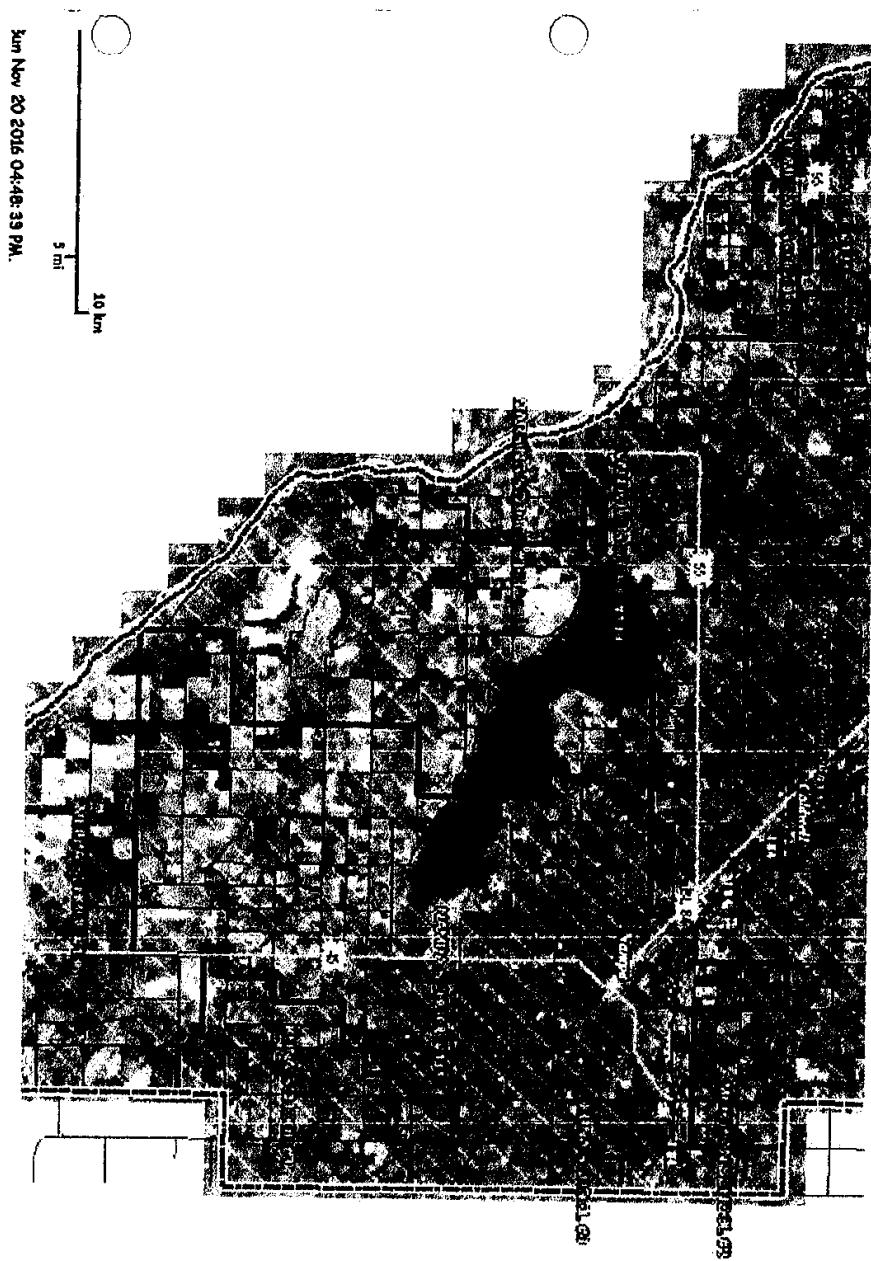
Thence north 0.5 mile, more or less, to the northeast corner of Sec. 18, T. 3 N, R. 1 W, BM;
Thence west on the section line 3 miles, more or less, to the northwest corner of Sec. 14, T. 3 N,
R. 2 W, BM;
Thence north 1 mile, more or less, to the northeast corner of Sec. 10, T. 3 N, R. 2 W, BM;
Thence west 1 mile, more or less, to the northwest corner of Sec. 10, T. 3 N, R. 2 W, BM, and
the POINT OF BEGINNING.



Nampa School District No. 131
Page 3 of 3

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Vallivue & Nampa school district boundary - Current



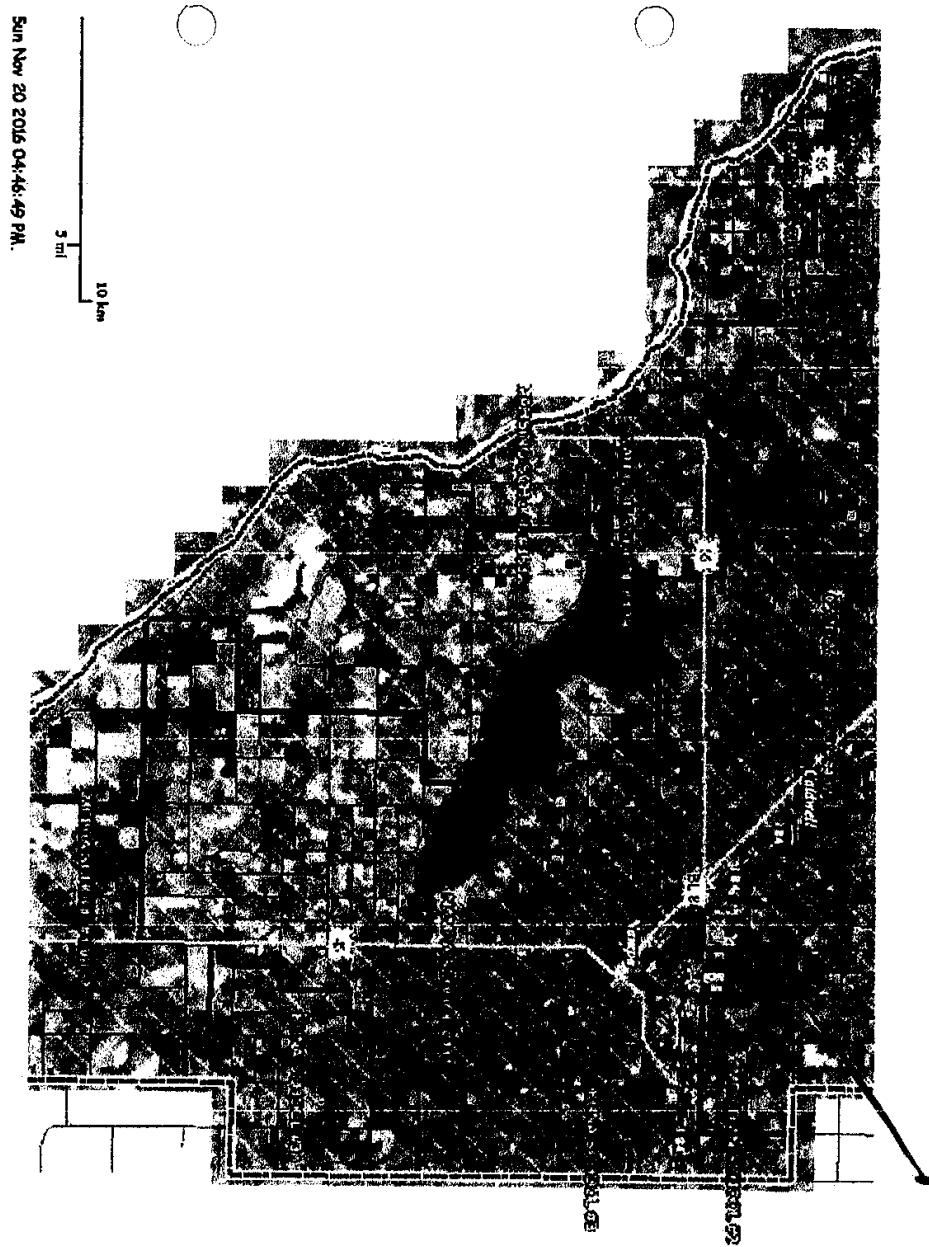
STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Vallivue & Nampa school district boundary - Current



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

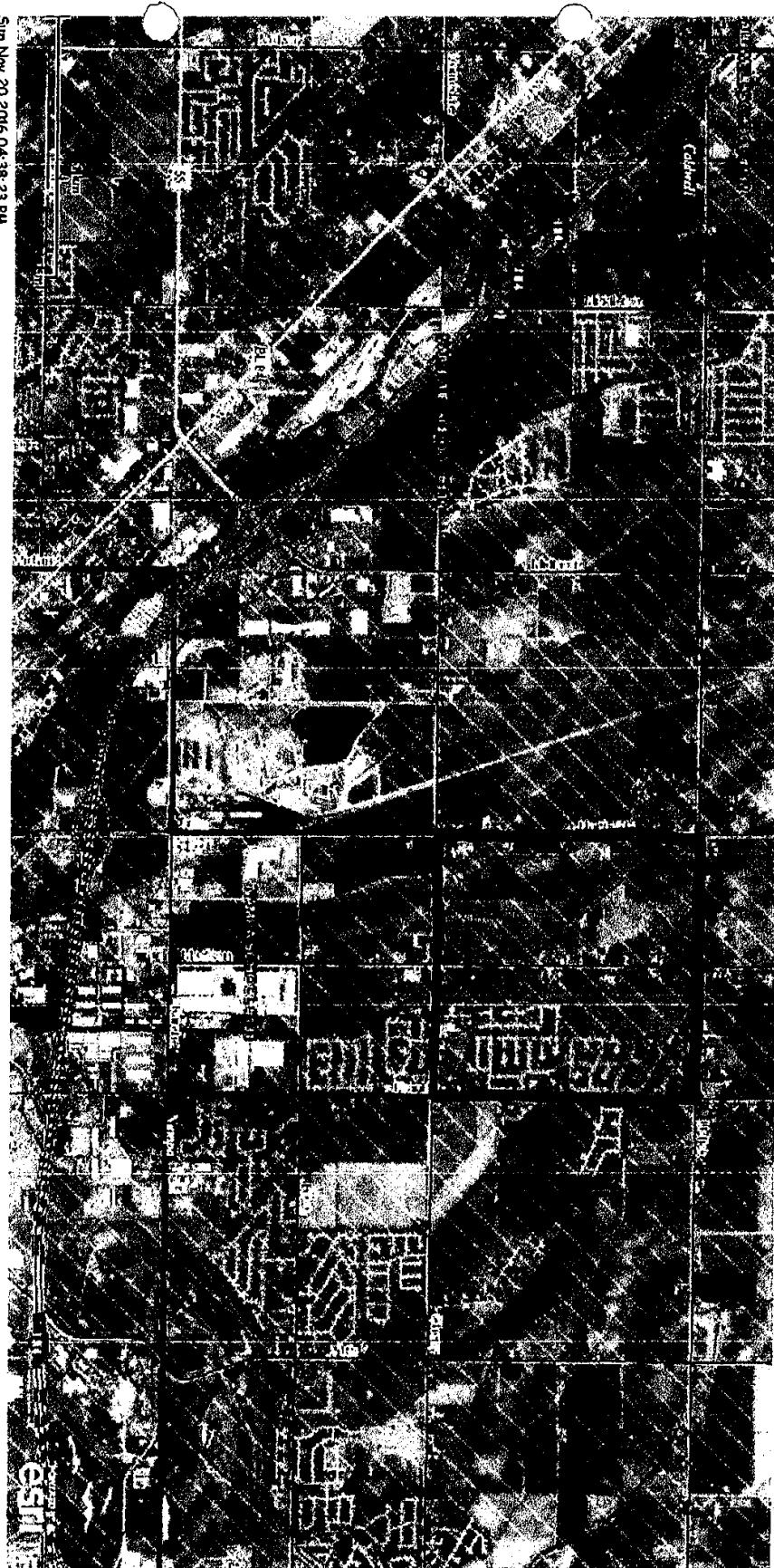
Vallivue & Nampa school district boundary - As
suggested



Canyon County Assessor

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Vallivue & Nampa school district boundary - As
amended



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

11/16/2016

Interstate Mail - Fwd: Canyon County Records Re



Roberto Valadez Purchasing Manager
(208) 442-7620 Direct
(208) 863-4498 Cell
valadezr@interstatecargo.com
www.TrailersPlus.com

[Facebook.com/TrailersPlus](https://www.facebook.com/TrailersPlus)

Interstate Group LLC
3800 Airport Road
Nampa, ID 83687

image001.jpg
1K

Kathy Bradley <kbradley@canyonco.org>
To: Robert Valadez <valadezr@interstatecargo.com>

Wed, Nov 16, 2016 at 2:51 PM

There were 725 voters in the designated area.

There are 196 valid signatures

Kathy Bradley

Canyon County Elections Supervisor
1102 E Chicago St
Caldwell ID 83605
(208) 455-5937
kbradley@canyonco.org

From: Robert Valadez [mailto:valadezr@interstatecargo.com]
Sent: Wednesday, November 16, 2016 2:49 PM
To: Kathy Bradley <kbradley@canyonco.org>
Subject: Re: Canyon County Records Request

Thanks Kathy!

Can you give me a little information on the results like:

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

11/16/2016

Interstate Mail - Fwd: Canyon County Records Request

1. How many electors in the area?
2. How many signatures qualify?

On Wed, Nov 16, 2016 at 2:31 PM, Kathy Bradley <kbradley@canyonco.org> wrote:

We have it all done for you. You can come in anytime to pick it up.

Kathy Bradley

Canyon County Elections Supervisor

1102 E Chicago St

Caldwell ID 83605

(208) 455-5937

kbradley@canyonco.org

From: Robert Valadez [mailto:valadezr@interstatecargo.com]

Sent: Thursday, November 10, 2016 9:48 AM

To: Kathy Bradley <kbradley@canyonco.org>

Cc: Jason Culbertson <jculbertson@canyonco.org>; Kimberly Valadez <kimberlyvaladez@gmail.com>

Subject: Re: Canyon County Records Request

Sounds good. Thanks for getting back to me quickly and thanks for the service you do for our County.

On Thu, Nov 10, 2016 at 9:45 AM, Kathy Bradley <kbradley@canyonco.org> wrote:

We are on schedule.

The number of voters has been determined as of yet. It will be on Monday.

Talk to you soon

Kathy Bradley

Canyon County Elections Supervisor

1102 E Chicago St

Caldwell ID 83605

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

11/16/2016

Interstate Mail - Fwd: Canyon County Records Re...

(208) 455-5937

kbradley@canyonco.org

From: Robert Valadez [mailto:valadezr@interstatecargo.com]
Sent: Thursday, November 10, 2016 9:21 AM
To: Jason Culbertson <jculbertson@canyonco.org>; Kathy Bradley <kbradley@canyonco.org>
Cc: Robert Valadez <valadezr@interstatecargo.com>; Kimberly Valadez <kimberlyvaladez@gmail.com>
Subject: Re: Canyon County Records Request

Good morning,

Please let me know if you are still on schedule to give me the results of the petition on or before November 18th (15 business days past October 27th).

I do also need you to give me a count on the number of Nampa School District electors in this area described. Last I figured, it was about 685 but I know that number most likely had changed since September with the Presidential election going on etc...

I need the number of total electors in this area and the number of signatures on the petition that qualify. I need to ensure I have at least 25% of registered electors. I handed in 251 signatures.

Thanks!

On Thu, Oct 27, 2016 at 1:39 PM, Jason Culbertson <jculbertson@canyonco.org> wrote:

Thank you, Mr. Valadez. I will start working on this as soon as I can and will contact you within 15 business days with the results.

Jason Culbertson
Elections Technician
Canyon County, Idaho
(208) 455-5915
jculbertson@canyonco.org

From: Robert Valadez [mailto:valadezr@interstatecargo.com]
Sent: Thursday, October 27, 2016 1:26 PM

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

11/16/2016

Interstate Mail - Fwd: Canyon County Records Re

To: Jason Culbertson <jculbertson@canyonco.org>
Subject: Re: Canyon County Records Request

Good afternoon Jason,

Here are the streets and address ranges for this 1 square mile. Let me know if this is what you need and if it is formatted OK.

Street #	Street Name	City	State	ZIP
8240	CHERRY LN	NAMPA	ID	83687
8986	CHERRY LN	NAMPA	ID	83687
8959	DUTCH LN	NAMPA	ID	83687
8962	DUTCH LN	NAMPA	ID	83687
8009	E AUSTRALIS DR	NAMPA	ID	83687
8081	E AUSTRALIS DR	NAMPA	ID	83687
8007	E BOREALIS DR	NAMPA	ID	83687
8194	E BOREALIS DR	NAMPA	ID	83687
8040	E CASPIAN DR	NAMPA	ID	83687
8208	E CASPIAN DR	NAMPA	ID	83687
8025	E COLTER BAY DR	NAMPA	ID	83687
8348	E COLTER BAY DR	NAMPA	ID	83687
8170	E DUNBAR CT	NAMPA	ID	83687

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

11/16/2016

Interstate Mail - Fwd: Canyon County Records R

8197 E DUNBAR CT	NAMPA ID	83687
8170 E EDEN CT	NAMPA ID	83687
8208 E EDEN CT	NAMPA ID	83687
8169 E EXPEDITION CT	NAMPA ID	83687
8211 E EXPEDITION CT	NAMPA ID	83687
8255 E EXPEDITION DR	NAMPA ID	83687
8352 E EXPEDITION DR	NAMPA ID	83687
8141 E GALLATIN CT	NAMPA ID	83687
8211 E GALLATIN CT	NAMPA ID	83687
8266 E GALLATIN DR	NAMPA ID	83687
8338 E GALLATIN DR	NAMPA ID	83687
8000 E JACOB DR	NAMPA ID	83687
8207 E JACOB DR	NAMPA ID	83687
8180 E MANDAN CT	NAMPA ID	83687
8208 E MANDAN CT	NAMPA ID	83687
8033 E MCKENZRE ST	NAMPA ID	83687
8207 E MCKENZRE ST	NAMPA ID	83687

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

11/16/2016

Interstate Mail - Fwd: Canyon County Records R

8149 E PORTAGE ST	NAMPA ID	83687
8211 E PORTAGE ST	NAMPA ID	83687
8127 E RAVALLI CT	NAMPA ID	83687
8211 E RAVALLI CT	NAMPA ID	83687
8127 E SELWAY CT	NAMPA ID	83687
8210 E SELWAY CT	NAMPA ID	83687
8067 E SHALLOON DR	NAMPA ID	83687
8208 E SHALLOON DR	NAMPA ID	83687
8128 E SUN RIVER ST	NAMPA ID	83687
8225 E SUN RIVER ST	NAMPA ID	83687
8042 E WOLCOTT CT	NAMPA ID	83687
8098 E WOLCOTT CT	NAMPA ID	83687
8170 MAC WAY	NAMPA ID	83687
8200 MAC WAY	NAMPA ID	83687
17254 MADISON RD	NAMPA ID	83687
17875 MADISON RD	NAMPA ID	83687
17195 N ARMSTEAD AVE	NAMPA ID	83687

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

11/16/2016

Interstate Mail - Fwd: Canyon County Records R_{st}

17775 N ARMSTEAD AVE NAMPA ID 83687

17758 N BORGNE DR NAMPA ID 83687

17779 N BORGNE DR NAMPA ID 83687

17330 N CHOUTEAU AVE NAMPA ID 83687

17581 N CHOUTEAU AVE NAMPA ID 83687

17237 N CODY AVE NAMPA ID 83687

17410 N CODY AVE NAMPA ID 83687

17175 N CODY CT NAMPA ID 83687

17206 N CODY CT NAMPA ID 83687

17035 N FRANKLIN BLVD NAMPA ID 83687

17501 N FRANKLIN BLVD NAMPA ID 83687

17224 N JUDITH AVE NAMPA ID 83687

17329 N JUDITH AVE NAMPA ID 83687

17168 N LOCHSA AVE NAMPA ID 83687

17228 N LOCHSA AVE NAMPA ID 83687

17250 N MIDSUMMERS CT NAMPA ID 83687

17481 N MIDSUMMERS LN NAMPA ID 83687

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

11/16/2016

Interstate Mail - Fwd: Canyon County Records R

17544 N PARKDALE AVE NAMPA ID 83687

17670 N PARKDALE AVE NAMPA ID 83687

17551 N PICHON PL NAMPA ID 83687

17562 N PICHON PL NAMPA ID 83687

17234 N RONAN AVE NAMPA ID 83687

17328 N RONAN AVE NAMPA ID 83687

17663 N SCOUT AVE NAMPA ID 83687

17633 N SCOUT AVE NAMPA ID 83687

17755 N WISDOM AVE NAMPA ID 83687

17783 N WISDOM AVE NAMPA ID 83687

17038 NORTHSIDE BLVD NAMPA ID 83687

17706 NORTHSIDE BLVD NAMPA ID 83687

8245 USTICK RD NAMPA ID 83687

8767 USTICK RD NAMPA ID 83687

On Thu, Oct 27, 2016 at 11:23 AM, Jason Culbertson <jculbertson@canyonco.org> wrote:

Good Morning, Mr. Valadez,

Yes, due to the way we need to configure the system in order to accurately validate the electors, the system requires the information to be input.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Dear neighbor,

We came to ask for your support by signing a petition that, in part, would help the Idaho State Department of Education see and understand the school district we currently reside in needs to change. These subdivisions, Colter Bay, Astoria Park, North Pointe and the surrounding houses that are located within the one square mile of Cherry LN. north to Ustick and Northside Blvd. east to Franklin Blvd. currently reside within the Nampa School District boundary although the Vallivue School District's Elementary, Mid-High and High schools are closer to our homes. If you have children currently going to Nampa school(s), you can still attend the Nampa School District by way of the open enrollment program the Nampa School District offers for out of district students who want to attend Nampa schools. Vallivue currently does not offer such a program for out of district students.

If you would like to sign this petition, help with in this effort or have any questions, please call or text me, Robert @ 208-863-4498 or my wife, Kim @ 208-861-3641. We need 25% of the registered voters to sign in order for this petition to be reviewed by the Idaho State Department of Education.

We live @ 17344 N. Chouteau Ave. Nampa ID. 83687 if you would like to come by to sign. Please call or text first.

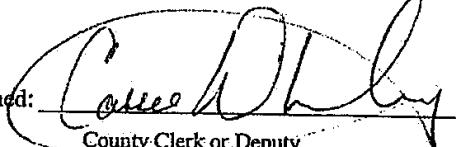
Thanks,
Robert and Kim Valadez

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 10 signatures on this petition are those of qualified electors.

Signed:


Chris Yamamoto

County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Ustick North to Ustick, Ustick South to *Cherry Ln.*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vailivue School District 139

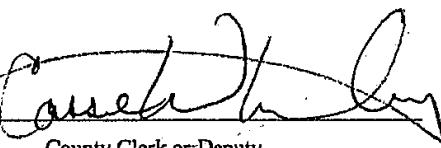
બાળ પ્રાણી વિજય

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 7 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Line. North to Ustick, Ustick South to *Cherry Ln*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

Vallivue School District 139

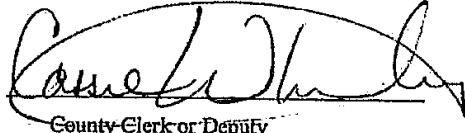
****Affected Subdivisions: Brandt's Landing, Colter Bay, Astoria Park & North Pointe****						
Street #	Street Name	City	State/Zip	Printed Name	Signature	Phone #
1 N	8128 E SUN RIVER ST	NAMPA	ID	35567		
1 N	8145 E SUN RIVER ST	NAMPA	ID	35567		
1 N	8145 E SUN RIVER ST	NAMPA	ID	35567		
1 N	8161 E SUNDALE ST	NAMPA	ID	35567		
1 N	8179 E SUN RIVER ST	NAMPA	ID	35567		
8123	E SUNDALE ST	NAMPA	ID	35567	<i>Brandt's Landing</i>	208-525-1963
8193	E SUN RIVER ST	NAMPA	ID	35567	<i>Colter Bay</i>	208-525-1963
8193	E SUN RIVER ST	NAMPA	ID	35567	<i>Astoria Park</i>	208-525-1963
8194	E SUNDALE ST	NAMPA	ID	35567	<i>North Pointe</i>	208-525-1963
8210	E SUN RIVER ST	NAMPA	ID	35567	<i>Easton</i>	208-525-1963
8210	E SUN RIVER ST	NAMPA	ID	35567	<i>Colter Bay</i>	208-525-1963
8225	E SUN RIVER ST	NAMPA	ID	35567	<i>Douglas L. Miller</i>	208-525-1963
8225	E SUN RIVER ST	NAMPA	ID	35567	<i>Shaver Miller</i>	208-525-1963

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 6 signatures
on this petition are those of qualified electors.

Signed:



Chris Yamamoto
County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

City of North to Ustick, Ustick South to Jerry Lee, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

Affected Subdivisions: Brandt's Landing, Colter Bay, Astoria Park & North Pointe***

Street #	Street Name	Cty	State/Zip	Printed Name	Signature	Phone #	Email
8141	E GALLATIN CT	NAMPA	83657				
8145	E GALLATIN CT	NAMPA	83657	<u>Michael Maguire</u>	<u>Michael Maguire</u>	<u>407-464-92</u>	<u>michael.maguire.959@icloud.com</u>
8149	E GALLATIN CT	NAMPA	83657	<u>Karen Maguire</u>	<u>Karen Maguire</u>	<u>965-3290</u>	<u>karen.maguire.959@icloud.com</u>
8156	E GALLATIN CT	NAMPA	83657	<u>Ju'Hands</u>	<u>Ju'Hands</u>	<u>401-9424</u>	<u>juhands.john.com</u>
8161	E GALLATIN CT	NAMPA	83657				
8165	E GALLATIN CT	NAMPA	83657				
8210	E GALLATIN CT	NAMPA	83657	<u>Mildred Weaver</u>	<u>Mildred Weaver</u>	<u>401-3331</u>	
8211	E GALLATIN CT	NAMPA	83657	<u>Robert Hark</u>	<u>Robert Hark</u>	<u>401-3332</u>	
8214	E GALLATIN CT	NAMPA	83657				

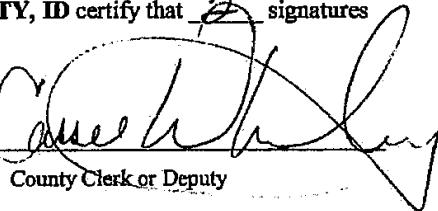
8/11 Expedited, Cherry weaver, Jerry Maguire 401-3331

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 2 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

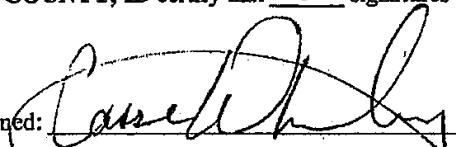
Cherry Ln 1. North to Ustick, Ustick South to *Cherry Ln* 1., Northside Blvd. East to Franklin Blvd and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 2 signatures
on this petition are those of qualified electors.

Signed: 
County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry ^{Ln.} North to Ustick, Ustick South to *Cherry* ^{Ln.}, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

Vail Valley School District 139

Did they go to N.Y.??

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 8 signatures
on this petition are those of qualified electors.

Signed: Chris Yamamoto
County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Lee North to Ustick, Ustick South to *Cherry Lee*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

North to Ustick, Ustick South to "Cherry St." Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 8 signatures
on this petition are those of qualified electors.

Signed: Chris Yamamoto
County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Lee. North to Ustick, Ustick South to *Elmwood Lee* I., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Chilly Lot. North to Ustick, Ustick South to *Chilly Lot* 1., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

Vallivue School District 139

Cliffy L. North to Ustick, Ustick South to *Elm L.*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

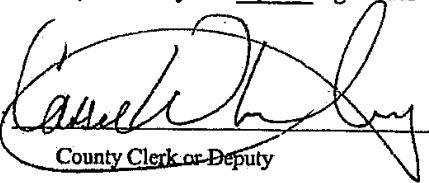
* H.A.P.M.S. with parish

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 9 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Ustick Ln., North to Ustick, Ustick South to *Cherry Ln.*!, Northside Blvd. Eass to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

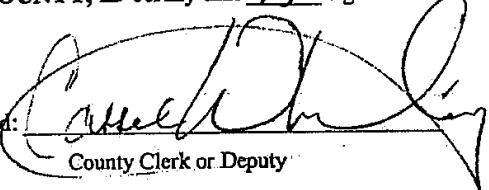
North to Ustick, Ustick South to Hwy 1, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 15 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

1-Admiral Ave.

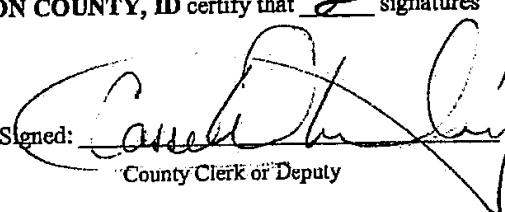
Cherry Ln.: North to Ustick, Ustick South to *Cherry Ln.*; Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Cherry Ln., North to Ustick, Ustick South to *Cherry Ln.*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 2 signatures
on this petition are those of qualified electors.

Signed: 
County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Page 2 - Armstead Ave

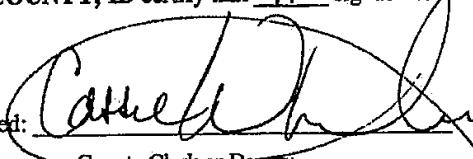
17720 N ARMSTEAD AVE	NAMPA ID	83897	
17725 N ARMSTEAD AVE	NAMPA ID	83897	X Silvana Estela Romero
17725 N ARMSTEAD AVE	NAMPA ID	83897	X Karen Elizabeth Romero
17775 N ARMSTEAD AVE	NAMPA ID	83897	X Karen Elizabeth Romero
17775 N ARMSTEAD AVE	NAMPA ID	83897	

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 14 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Page 1 - A. REPRINTS AND CLOTHES

Cherry St. - North to Ustick, Ustick South to *Cherry St.*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 2 signatures on this petition are those of qualified electors.

Signed:

Chris Yamamoto
County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

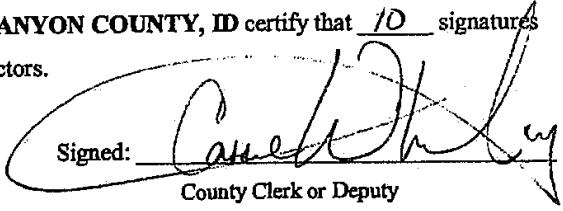
Page 2 - Midsummers Ct.

✓	17433	N MIDSUMMERS LN	NAMPA ID	83587	X	Tanika Levele	Plaster House
✓	17437	N MIDSUMMERS LN	NAMPA ID	83587	X	Angie Levele	Angela Levele
✓	17431	N MIDSUMMERS LN	NAMPA ID	83587			
✓	17435	N MIDSUMMERS LN	NAMPA ID	83587			
✓	17439	N MIDSUMMERS LN	NAMPA ID	83587			
✓	17443	N MIDSUMMERS LN	NAMPA ID	83587			
✓	17471	N MIDSUMMERS LN	NAMPA ID	83587			
✓	17471	N MIDSUMMERS LN	NAMPA ID	83587			
✓	17481	N MIDSUMMERS LN	NAMPA ID	83587	X		
✓	17481	N MIDSUMMERS LN	NAMPA ID	83587			

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 10 signatures
on this petition are those of qualified electors.

Signed: 

County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd.

Annexation into Vallivue School District 139

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd.

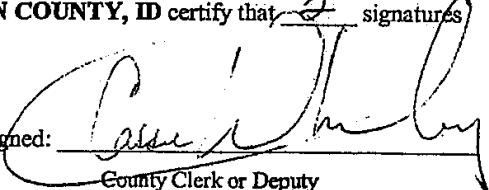
Annexation into Vallivue School District 139

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 2 signatures
on this petition are those of qualified electors.

Signed:


Chris Yamamoto

County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

****Affected Subdivisions: Brandt's Landing, Colter Bay, Astoria Park & North Pointe****

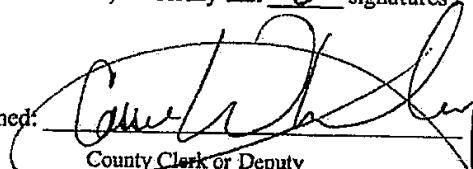
Street #	Street Name	City	State	Zip	Printed Name	Signature	Phone #	E-mail
17190 N CODY CT	NAMPA	ID		83687	X Alice Reetz	Alice Reetz	739-0823	
17205 N CODY CT	NAMPA	ID		83687				
17206 N CODY CT	NAMPA	ID		83687				
17215 N CODY CT	NAMPA	ID		83687 X				
17191 N CODY CT	NAMPA	ID		83687 X				
17176 N CODY CT	NAMPA	ID		83687				
17191 N CODY CT	NAMPA	ID		83687				
17176 N CODY CT	NAMPA	ID		83687				
17176 N CODY CT	NAMPA	ID		83687				

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 2 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd.

Annexation into Vallivue School District 139

**Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd.
East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd.**

Annexation into Vallivue School District 139

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 10 signatures
on this petition are those of qualified electors.

Signed:



County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Lee North to Ustick, Ustick South to *Cherry Lee* Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

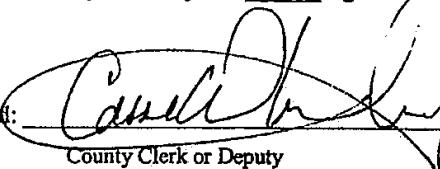
****Affected Subdivisions: Brandt's Landing, Colter Bay, Astoria Park & North Pointe****					
Street #	Street Name	City	State	Zip	Printed Name
1-723-34	FRONAN AVE	NAMPA	ID	83697	
1-7256	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7256	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7282	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7282	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7291	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7307	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7307	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7324	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7324	N RONAN AVE	NAMPA	ID	83697	X) <i>Seasonal Housing</i> <i>Seasonal Housing</i>
1-7323	N RONAN AVE	NAMPA	ID	83697	X) <i>McLean Street Apartments</i> <i>McLean Street Apartments</i>
1-7323	N RONAN AVE	NAMPA	ID	83697	X) <i>McLean Street Apartments</i> <i>McLean Street Apartments</i>
1-7323	N RONAN AVE	NAMPA	ID	83697	X) <i>McLean Street Apartments</i> <i>McLean Street Apartments</i>

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 10 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Ln North to Ustick, Ustick South to *Cherry Ln*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

****Affected Subdivisions: Brandt's Landing, Colter Bay, Astoria Park & North Pointe****

Street #	Street Name	City	State	Zip	Printed Name	Signature	Phone #	Email
17226	N JUDITH AVE	NAMPA	ID	83657				
17228	N JUDITH AVE	NAMPA	ID	83657	X BETTY M SPEDDER	<i>Betty M Speder</i>	208 461-2209	
17233	N JUDITH AVE	NAMPA	ID	83657	X LISA S HELDEN	<i>Lisa S Helden</i>		
17238	N JUDITH AVE	NAMPA	ID	83657				
17240	N JUDITH AVE	NAMPA	ID	83657				
17256	N JUDITH AVE	NAMPA	ID	83657	X FRANCIS RAGNIE	<i>Francis Ragnie</i>	(208) 247-7629	
17297	N JUDITH AVE	NAMPA	ID	83657	X ALICE CHRISTENSEN	<i>Alice Christensen</i>		
17297	N JUDITH AVE	NAMPA	ID	83657	X ALICE CHRISTENSEN	<i>Alice Christensen</i>		
17300	N JUDITH AVE	NAMPA	ID	83657				
17329	N JUDITH AVE	NAMPA	ID	83657	X KELLY TAYLOR	<i>Kelly Taylor</i>		
17329	N JUDITH AVE	NAMPA	ID	83657	X NANCY HUFFMAN	<i>Nancy Huffman</i>		

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that ~~20~~ signatures
on this petition are those of qualified electors.

Signed:

Chris Yamamoto
County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Ln - North to Ustick, Ustick South to *Cherry Ln* - Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

****Affected Subdivisions:

Brandt's Landing, Colter Bay, Astoria Park & North Pointe***

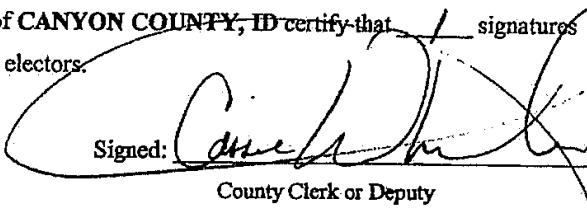
Street#	Street Name	City	State Zip	Printed Name	Signature	Phone #	Email
17330	N CHOUTEAU AVE	NAMPA	83687	X Geller, Abigail	<i>Abigail Geller</i>		
17330	N CHOUTEAU AVE	NAMPA	83687	Weldt, Becca	<i>Becca Weldt</i>		
17354	N CHOUTEAU AVE	NAMPA	83687	P. Alldredge, Clark	<i>Clark Alldredge</i>		
17354	N CHOUTEAU AVE	NAMPA	83687				
17358	N CHOUTEAU AVE	NAMPA	83687	Alissa Lyon	<i>Alissa Lyon</i>		
17358	N CHOUTEAU AVE	NAMPA	83687				
17378	N CHOUTEAU AVE	NAMPA	83687	X T. & K. Sibley	<i>T. & K. Sibley</i>		
17386	N CHOUTEAU AVE	NAMPA	83687				
17386	N CHOUTEAU AVE	NAMPA	83687				
17388	N CHOUTEAU AVE	NAMPA	83687				
17388	N CHOUTEAU AVE	NAMPA	83687				
17392	N CHOUTEAU AVE	NAMPA	83687				
17418	N CHOUTEAU AVE	NAMPA	83687	G. Gray, Ti	<i>Ti Gray</i>		
17418	N CHOUTEAU AVE	NAMPA	83687	D. & C. Heise	<i>D. & C. Heise</i>		
17438	N CHOUTEAU AVE	NAMPA	83687				
17432	N CHOUTEAU AVE	NAMPA	83687				
17446	N CHOUTEAU AVE	NAMPA	83687				
17448	N CHOUTEAU AVE	NAMPA	83687				
17448	N CHOUTEAU AVE	NAMPA	83687				
17451	N CHOUTEAU AVE	NAMPA	83687	X J. & E. Brown	<i>J. & E. Brown</i>		
17462	N CHOUTEAU AVE	NAMPA	83687				
17478	N CHOUTEAU AVE	NAMPA	83687				
17485	N CHOUTEAU AVE	NAMPA	83687				
17492	N CHOUTEAU AVE	NAMPA	83687	D. & D. Dufek	<i>D. & D. Dufek</i>		
17492	N CHOUTEAU AVE	NAMPA	83687	G. & C. Gallegos	<i>G. & C. Gallegos</i>		
17529	N CHOUTEAU AVE	NAMPA	83687				
17533	N CHOUTEAU AVE	NAMPA	83687				
17536	N CHOUTEAU AVE	NAMPA	83687	R. Ronza Shanks	<i>Ronza Shanks</i>		
17536	N CHOUTEAU AVE	NAMPA	83687	X R. Barbera	<i>R. Barbera</i>		
17536	N CHOUTEAU AVE	NAMPA	83687	S. Shirley LeBuhara	<i>Shirley LeBuhara</i>		
17538	N CHOUTEAU AVE	NAMPA	83687				
17538	N CHOUTEAU AVE	NAMPA	83687	S. Somers, L. Cline	<i>Somers, L. Cline</i>		
17538	N CHOUTEAU AVE	NAMPA	83687	M. Michael, L. Cline	<i>Michael, L. Cline</i>		
17538	N CHOUTEAU AVE	NAMPA	83687	C. Carolyn, J. Cline	<i>Carolyn, J. Cline</i>		
17538	N CHOUTEAU AVE	NAMPA	83687				
17544	N Chouteau Ave	STAMPE	83687	- Roberta Colter	<i>Robert Colter</i>		
17544	N Chouteau Ave	STAMPE	83687	- K. Murphy	<i>K. Murphy</i>		
17544	N Chouteau Ave	STAMPE	83687	- S. Shadley	<i>S. Shadley</i>		

17344 Chouteau Ave stamp 2d 8/28/17 - Roberta Colter date - 2nd - S. Shadley

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 1 signatures
on this petition are those of qualified electors.

Signed: 
County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into

Vallivue School District 139

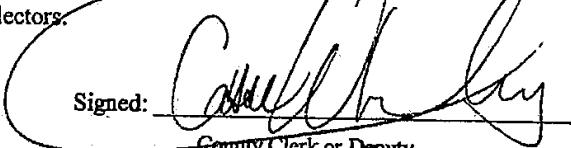
****Affected Subdivisions: Colter Bay, Astoria Park & North Pointe***

Street #	Street Name	City	State	ZIP	Printed Name	Signature
8170	E EDEN CT	NAMPA	ID	83687		
8179	E EDEN CT	NAMPA	ID	83687		
8179	E EDEN CT	NAMPA	ID	83687		
8179	E EDEN CT	NAMPA	ID	83687		
8194	E EDEN CT	NAMPA	ID	83687	Doug Grubbs	Doug Grubbs
8194	E EDEN CT	NAMPA	ID	83687		
8194	E EDEN CT	NAMPA	ID	83687		
8207	E EDEN CT	NAMPA	ID	83687		
8207	E EDEN CT	NAMPA	ID	83687		
8208	E EDEN CT	NAMPA	ID	83687	X Taylor S...	Taylor S...
8208	E EDEN CT	NAMPA	ID	83687		
8208	E EDEN CT	NAMPA	ID	83687		

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 16 signatures on this petition are those of qualified electors.

Signed: 

County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue

School District 139

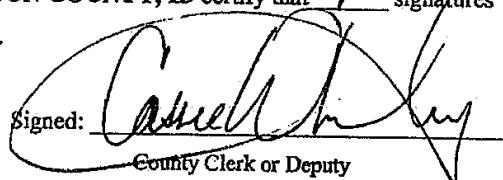
**** Affected Subdivisions: Colter Bay, Astoria Park & North Pointe ***

Street #	Street Name	City	State	Zip	Printed Name	Signature
8067	E SHALLOON DR	NAMPA	ID	83687		
8067	E SHALLOON DR	NAMPA	ID	83687		
8067	E SHALLOON DR	NAMPA	ID	83687		
8067	E SHALLOON DR	NAMPA	ID	83687		
8082	E SHALLOON DR	NAMPA	ID	83687		
8082	E SHALLOON DR	NAMPA	ID	83687	Karen McLean Mary Ellen White Mike Hartman Mike Hartman	
8091	E SHALLOON DR	NAMPA	ID	83687		
8091	E SHALLOON DR	NAMPA	ID	83687		
8146	E SHALLOON DR	NAMPA	ID	83687		
8141	E SHALLOON DR	NAMPA	ID	83687	D. Lamm Kyle Hotchinsen Mike Hartman	
8155	E SHALLOON DR	NAMPA	ID	83687		
8155	E SHALLOON DR	NAMPA	ID	83687		
8155	E SHALLOON DR	NAMPA	ID	83687		
8155	E SHALLOON DR	NAMPA	ID	83687		
8166	E SHALLOON DR	NAMPA	ID	83687	X VITTEK GERMUNDSEN Mike Hartman	
8180	E SHALLOON DR	NAMPA	ID	83687	DETIL Transient Mike Hartman	
8194	E SHALLOON DR	NAMPA	ID	83687		
8197	E SHALLOON DR	NAMPA	ID	83687		
8197	E SHALLOON DR	NAMPA	ID	83687		
8197	E SHALLOON DR	NAMPA	ID	83687		
8208	E SHALLOON DR	NAMPA	ID	83687		
8208	E SHALLOON DR	NAMPA	ID	83687		
8208	E SHALLOON DR	NAMPA	ID	83687		

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 4 signatures on this petition are those of qualified electors.

Signed: 
County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue

School District 139

****Affected Subdivisions: Colter Bay, Astoria Park & North Pointe****

Street #	Street Name	City	State ZIP	Printed Name	Signature
8040	E CASPIAN DR	NAMPA	83687	Grace Jensen	<i>G - S J</i>
8040	E CASPIAN DR	NAMPA	83687	Jay Jackson	<i>Jay Jackson</i>
8051	E CASPIAN DR	NAMPA	83687	Eric Powers	<i>Eric Powers</i>
8054	E CASPIAN DR	NAMPA	83687	Kristin Powers	<i>Kristin Powers</i>
8054	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8083	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8083	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8090	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8097	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8097	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8097	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8104	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8104	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8104	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8127	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8155	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8166	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8166	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8169	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8169	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8180	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8180	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8207	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8207	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>
8208	E CASPIAN DR	NAMPA	83687	✓ Kristin Powers	<i>Kristin Powers</i>

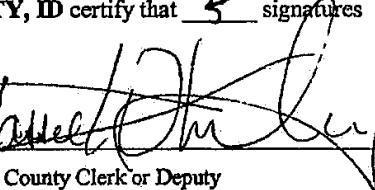
Follow the path through the Shaffer Cross Spur on Cross

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 5 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue

School District 139

**** Affected Subdivisions: Colter Bay, Astoria Park & North Pointe ****

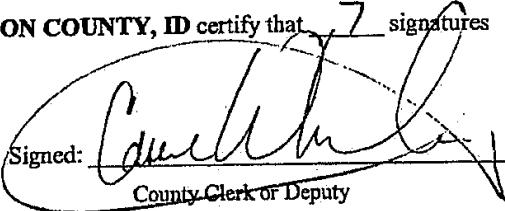
Street #	Street Name	City	State ZIP	Printed Name	Signature
17544	N PARKDALE AVE	NAMPA	83687	Douglas Silvergaard	<i>Douglas Silvergaard</i>
17544	N PARKDALE AVE	NAMPA	83687	Kyle Skermer	<i>Kyle Skermer</i>
17565	N PARKDALE AVE	NAMPA	83687	X-Tech, Inc. Patrick	<i>X-Tech, Inc. Patrick</i>
17565	N PARKDALE AVE	NAMPA	83687	Jimmie Parker	<i>Jimmie Parker</i>
17565	N PARKDALE AVE	NAMPA	83687	James Parker	<i>James Parker</i>
17594	N PARKDALE AVE	NAMPA	83687	Forest Mazzoni	<i>Forest Mazzoni</i>
17594	N PARKDALE AVE	NAMPA	83687	Justin Mazzoni	<i>Justin Mazzoni</i>
17621	N PARKDALE AVE	NAMPA	83687		
17628	N PARKDALE AVE	NAMPA	83687	Parkside	<i>Parkside</i>
17635	N PARKDALE AVE	NAMPA	83687	D. Wilkinson	<i>D. Wilkinson</i>
17642	N PARKDALE AVE	NAMPA	83687	Reese	<i>Reese</i>
17642	N PARKDALE AVE	NAMPA	83687	Rexile	<i>Rexile</i>
17670	N PARKDALE AVE	NAMPA	83687		

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 7 signatures on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

*****Affected Subdivisions: Colter Bay, Astoria Park & North Pointe*****

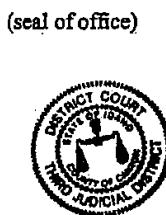
Street #	Street Name	City	State ZIP	Printed Name	Signature
8033	E MCKENZIE ST	NAMPA	83687		
8033	E MCKENZIE ST	NAMPA	83687		
8033	E MCKENZIE ST	NAMPA	83687		
8033	E MCKENZIE ST	NAMPA	83687		
8056	E MCKENZIE ST	NAMPA	83687	Chris Peppel	Chris Peppel
8075	E MCKENZIE ST	NAMPA	83687		
8103	E MCKENZIE ST	NAMPA	83687		
8103	E MCKENZIE ST	NAMPA	83687		
8117	E MCKENZIE ST	NAMPA	83687	R. S. H. E. L. A. G. R. S.	R. S. H. E. L. A. G. R. S.
8117	E MCKENZIE ST	NAMPA	83687		
8151	E MCKENZIE ST	NAMPA	83687		
8151	E MCKENZIE ST	NAMPA	83687		
8151	E MCKENZIE ST	NAMPA	83687		
8405	E MCKENZIE ST	NAMPA	83687	+ Mike Herman	Mike Herman
8165	E MCKENZIE ST	NAMPA	83687	J. H. H. Herman	J. H. H. Herman
8166	E MCKENZIE ST	NAMPA	83687		
8166	E MCKENZIE ST	NAMPA	83687	Alia! Lovelace	Alia! Lovelace
8166	E MCKENZIE ST	NAMPA	83687	Mike Lovelace	Mike Lovelace
8179	E MCKENZIE ST	NAMPA	83687	R. Jeanne Ketterling	R. Jeanne Ketterling
8179	E MCKENZIE ST	NAMPA	83687	Lynn Ketterling	Lynn Ketterling
8180	E MCKENZIE ST	NAMPA	83687	P. J. K. Ketterling	P. J. K. Ketterling
8193	E MCKENZIE ST	NAMPA	83687	P. J. K. Ketterling	P. J. K. Ketterling
8193	E MCKENZIE ST	NAMPA	83687	P. J. K. Ketterling	P. J. K. Ketterling
8193	E MCKENZIE ST	NAMPA	83687	P. J. K. Ketterling	P. J. K. Ketterling

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 7 signatures
on this petition are those of qualified electors.

Signed: Chris Yamamoto
County Clerk or Deputy



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

Cherry Ln. North to Ustick, Ustick South to Cherry Ln., Northside Blvd.
East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd.

Annexation into Vallivue School District 139

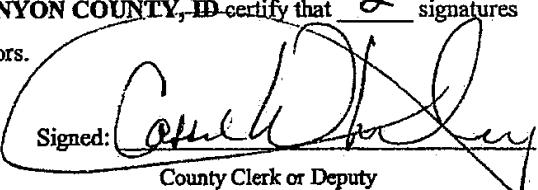
****Affected Subdivisions: Colter Bay, Astoria Park & North Pointe****

Street #	Street Name	City	Start Zip	Printed Name	Signature	Phone #	E-mail
8120	E BOREALIS DR	NAMPA	ID 83687	✓ <i>Steve Aminger</i>	<i>Steve Aminger</i>		
8120	E BOREALIS DR	NAMPA	ID 83687	✓ <i>Tim Cripe</i>	<i>Tim Cripe</i>		
8089	E BOREALIS DR	NAMPA	ID 83687	✓ <i>Tim Grilits</i>	<i>Tim Grilits</i>		
8050	E BOREALIS DR	NAMPA	ID 83687	✓ <i>Tim Grilits</i>	<i>Tim Grilits</i>		
8049	E BOREALIS DR	NAMPA	ID 83687	✓ <i>James Henderson</i>	<i>James Henderson</i>		
8105	E BOREALIS DR	NAMPA	ID 83687	✓ <i>Tonyne Jones</i>	<i>Tonyne Jones</i>		
8105	E BOREALIS DR	NAMPA	ID 83687	✓ <i>Jenni Jones</i>	<i>Jenni Jones</i>		
8194	E BOREALIS DR	NAMPA	ID 83687				
8098	E BOREALIS DR	NAMPA	ID 83687				
8098	E BOREALIS DR	NAMPA	ID 83687				
8092	E BOREALIS DR	NAMPA	ID 83687	✓ <i>George B. Tucker</i>	<i>George B. Tucker</i>		
8154	E BOREALIS DR	NAMPA	ID 83687				
8007	E BOREALIS DR	NAMPA	ID 83687				
8007	E BOREALIS DR	NAMPA	ID 83687				
8061	E AUSTRALIS DR	NAMPA	ID 83687				
8061	E AUSTRALIS DR	NAMPA	ID 83687				
8010	E AUSTRALIS DR	NAMPA	ID 83687				
8010	E AUSTRALIS DR	NAMPA	ID 83687				
8009	E AUSTRALIS DR	NAMPA	ID 83687	✓ <i>Michael Wallace</i>	<i>Michael Wallace</i>		
8009	E AUSTRALIS DR	NAMPA	ID 83687				

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 2 signatures
on this petition are those of qualified electors.

Signed: 
County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Ln., North to Ustick, Ustick South to *Cherry Ln.*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

*****Affected Sub Divisions:

Colter Bay, Astoria Park & North Pointe ****

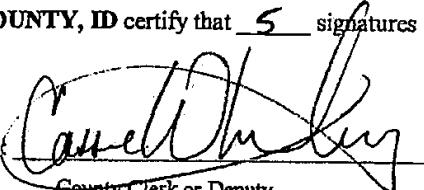
Printed Name	Signature	Address	Phone
Donna Dene	D	17187 NE Franklin Ave	
Donald Troyer	D	17384 N Franklin Blvd	
Phyllis Troyer	P	17381 N Franklin Blvd	
Hoffie Sue Peeler	S	17445 N. Franklin	
Diane Campbell	D	17477 N. Franklin Blvd	
Jame S. Smith	J	17501 N Franklin Blvd	
Bethany Smith	B	17501 N Franklin Blvd	

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 5 signatures on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Henry ~~St.~~ North to Ustick, Ustick South to *Henry St.*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

******Affected Sub Divisions:**

Colter Bay, Astoria Park & North Pointe***

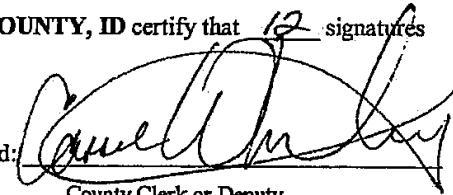
Printed Name	Signature	Address	Phone
Hance McStevens	<u>Hance McStevens</u>	17207 madison Rd	309-679-0412
William McStevens	<u>Bill McStevens</u>	17107 madison Rd	590-8224
Tim Vandeventer	<u>Tim Vandeventer</u>	17653 madison Rd	989-9286
Tammy Vandeventer	<u>Tammy Vandeventer</u>	17653 madison Rd	989-9853
Dawn Shirley Peppi Gray	<u>Dawn Shirley Peppi Gray</u>	17625 madison Rd	#
Robert H. Jackson	<u>Robert H. Jackson</u>	17537 madison Rd	
Pat Siverson	<u>Pat Siverson</u>	17407 Madison Rd	
Doris Simpson	<u>Doris Simpson</u>	17407 Madison Rd	
Lorraine Schaefer	<u>Lorraine Schaefer</u>	17118 Madison Rd	431-2438
Jeanne Schaefer	<u>Jeanne Schaefer</u>	17260 Madison Rd	573-7320
Landry Head	<u>Landry Head</u>	17217 madison Rd	960-5500
Kenneth M. Rae	<u>Kenneth M. Rae</u>	17178 madison Rd	919-4998

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 12 signatures
on this petition are those of qualified electors.

Signed:



Chris Yamamoto

County Clerk or Deputy

(seal of office)



STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

*Cherry Ln - North to Ustick, Ustick South to Cherry Ln - Northside Blvd.
East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation
into Vallivue School District 139*

****Affected Sub Divisions:

Colter Bay, Astoria Park & North Pointe***

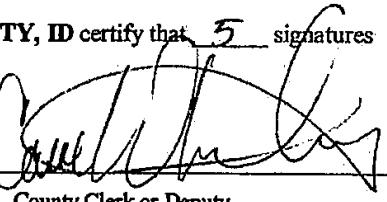
Printed Name	Signature	Address	Phone
David Thurged	David Thurged	8253 Ustick Rd	463-8490
Amy Morgan	Amy Morgan	8245 Ustick Rd	989-3210
Gusson Parker	Gusson Parker	8242 Cherry Lane	570-2593
Kelly Saviano	Kelly Saviano	8940 Cherry Ln	866-4917
Tony Saviano	Tony Saviano	8940 Cherry Ln	866-4526
Janel Benson	Janel Benson	8966 Channing	208-703-2679
Jeff Fritchley	Jeff Fritchley	8970 Cherry Ln	208-463-9608
Jean Clark	Jean Clark	8970 Cherry Ln	463 NCP
David Clark	David Clark	17122 Northside	208-919-2316
David Clark	David Clark	17122 Northside	208-919-2316
Vickie Smith	Vickie Smith	17270 Northside	208-941-3906
Lynn Smith	Lynn Smith	17270 NORTHSIDE BLVD	208-284-6965
Maria Bartholomew	Maria Bartholomew	17500 Northside Blv.	208-880-2310
Amy Bartholomew	Amy Bartholomew	17500 Northside Blv	208-833-3434
Henry Davis	Henry Davis	8767 Ustick Rd	849-3493
Brenda Davis	Brenda Davis	8767 Ustick Rd	849-3902

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

STATE OF IDAHO
ss
COUNTY OF CANYON

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 5 signatures
on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Ln.: North to Ustick, Ustick South to *Cherry Ln.*, Northside Blvd.
East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation
into Vallivue School District 139

Affected SubDivisions:

Colter Bay, Astoria Park & North Pointe ***

Printed Name	Signature	Address	Phone
DARWIN Rich		2386 Cherry St.	466-4110
KELTA PRANGE		8240 Cherry Lane	
Annette Dierman		8200 Mac May	463-0369
Jessie D. Dierman		8200 Mac May	463-0369
Rita Stewart		2170 Wadsworth	
BABY GEMMA STROSS		11039 Army Lane	

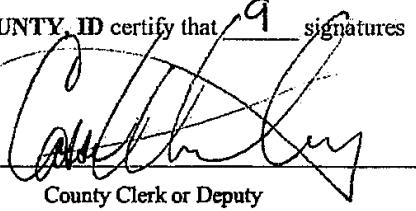
**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

COUNTY OF CANYON

O

I, Chris Yamamoto, County Clerk of CANYON COUNTY, ID certify that 9 signatures on this petition are those of qualified electors.

Signed:


County Clerk or Deputy

(seal of office)



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Cherry Hill: North to Ustick, Ustick South to *Cherry Hill*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd; Annexation into

Ustick ~~St.~~ North to Ustick, Ustick South to *Cherry* ~~St.~~ 1st, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into *Vallivue School District 130*

Vallivue School District 139

City Lst. North to Ustick, Ustick South to *Cherry Ln*, Northside Blvd. East to Franklin Blvd. and Franklin Blvd. West to Northside Blvd. Annexation into Vallivue School District 139

Father's Day haustveit2008@aol.com
July 2007 - Aimee Campbell Dimes Campbell

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

To who it may concern,

As a homeowner in Colter Bay Subdivision we are genuinely writing our testimonial about how inconvenient it is currently having our children attend school in district #131. We have a very strong interest in annexing our community to the school district #139 for Fall 2017.

Our current school district #131 tends to make things harder for the children who live in Colter Bay, as well as for parents. Children spend so much time in transportation in order to go to school while Vallivue schools are so close from us. (the new Vallivue High school is only couple minutes away from us). As a result our children are losing bedtime since they have to wake up so early in order to take a bus to go to school. They also are limited on extra curricular activities before and after school due to the distance and time lost. For instance, we are driving her back and forth to school, morning and evening, for peace of mind.

Belonging to Nampa school district is very inconvenient from different aspects.

Sincerely,

Virginie & Sebastien Parmantier

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

11/23/2016

Interstate Mail - Are you still accepting letters for the boundary change?

Gmail

Robert Valadez <valadezr@interstatecargo.com>

Are you still accepting letters for the boundary change?

4 messages

Amber Christensen <ambermeister625@yahoo.com>
Reply-To: Amber Christensen <ambermeister625@yahoo.com>
To: "valadezr@interstatecargo.com" <valadezr@interstatecargo.com>

Tue, Nov 15, 2016 at 3:32 PM

Hello Mr. Valadez,
I am wondering if you've sent in your report for the boundary change yet. If not, I will write up a letter for you to include this evening.

Thanks,
Amber Christensen
Colter Bay

Robert Valadez <valadezr@interstatecargo.com>
To: Amber Christensen <ambermeister625@yahoo.com>

Wed, Nov 16, 2016 at 3:22 PM

Hello Amber,
Yes I am. I would appreciate a letter. I just received confirmation from the Canyon County Electors office and we have enough 'verified' signatures to submit this report to State Department of Education. So I want to submit it by the December 1st.

Thanks!
[Quoted text hidden]



Roberto Valadez Purchasing Manager
(208) 442-7620 Direct
(208) 863-4498 Cell
valadezr@interstatecargo.com
www.TrailersPlus.com

Facebook.com/TrailersPlus

Interstate Group LLC
3800 Airport Road
Nampa, ID 83687

Amber Christensen <ambermeister625@yahoo.com>
Reply-To: Amber Christensen <ambermeister625@yahoo.com>
To: Robert Valadez <valadezr@interstatecargo.com>

Thu, Nov 17, 2016 at 8:17 AM

Thank you Robert, here is my letter!

Dear School Board,

Thank you for taking the time to review the district lines surrounding our neighborhood. This is something we have talked to our Congressman about and have felt very strongly about for years. I currently drive my kids to a school that is 15-20 minutes away, depending on the day. In the winter, it can take over an hour to drop them off and get back home. This has proven to be most detrimental in terms of extracurricular activities and other after school programs. My kids are in 5th,

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

11/23/2016

Interstate Mail - Are you still accepting letters for the b...ary change?

3rd, and 1st grade. Many of the after school programs are for 3rd grade and up. I cannot feasibly pick up my 1st grader and take him all the way home, just to turn right back around and pick up the other two when they are that far away. As such, my two older kids have had to forego those programs. More importantly, 5th grade offers math tutoring after school, but we run into the same problem.

Socially, this situation has also been challenging. Some of my kids' friends live as far from the school as we do, but in the opposite direction. Meeting to work together on homework or to play with their friends is a very rare occasion. This seems so unnecessary, as there are two Vallivue District elementary schools within 5 minutes of our house.

Despite all this, we have done the best we can. However, next year when my oldest son goes to middle school our options become very limited. I cannot get my oldest son to the middle school in the corner of South Nampa as well as get my elementary students to their school in Caldwell on time. Yes, there is a bus to the middle school. But I am not at all comfortable putting my 11 year old on the same bus as high school seniors, which is the way the busing situation is set up. Some of the things 18-year-olds talk about are not things 11-year-olds are old enough to even know about, let alone be mature enough to understand.

Finally, Ridgevue High School is close enough to our house that my kids could ride their bikes, or even walk, if necessary. Busing them out to Columbia seems to be a waste of resources, from buses to gas to time. I am hopeful this situation will be approached with the best interest of the children and families involved in mind.

Thank you again for your consideration,

Amber Christensen

[Quoted text hidden]

Robert Valadez <valadezr@interstatecargo.com>
To: Amber Christensen <ambermeister625@yahoo.com>

Thu, Nov 17, 2016 at 8:31 AM

Thank you!

[Quoted text hidden]

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

11/23/2016

Interstate Mail - Fwd:



Robert Valadez <valadezr@interstatecargo.com>

Fwd:

1 message

Kimberly Valadez <kimberlyvaladez@gmail.com>
To: Robert Valadez <valadezr@interstatecargo.com>

Wed, Nov 23, 2016 at 4:26 PM

----- Forwarded message -----

From: Kayla Gross <kbgross5@gmail.com>
Date: Wed, Nov 23, 2016 at 1:53 PM
Subject:
To: Kimberly Valadez <kimberlyvaladez@gmail.com>

To whom it may concern;

When we were searching to buy our home, we looked high and low. We only had a few restrictions but they were important to us. We wanted to live close to the freeway and we wanted to be in Vallivue School District. Unfortunately, when our realtor showed us our dream home, he either lied to us that this house was in Vallivue school district or didn't bother to look closely at the district lines. We have lived here going on 6 years, and everyone we have spoke to in our neighborhood about our experience had the very exact same thing happen to them.

Our kids have gone to Nampa schools for almost 6 years now. The elementary school was close enough, although it was over the freeway when there was another school (Vallivue district) a few blocks from our house. Now my son goes to the middle school, and I cannot express my frustration with this enough. We live off Franklin & Cherry, and his school is off Greenhurst and Happy Valley. More than 20 minutes away! There is NO way we can drive him to school every day, which is what we would prefer. When he wanted to do sports, we had to seriously consider it (and enlist help!) because we would have to pick him up, which is completely out of our way. We have two other school aged children and having to make that drive every day is ridiculous. What happens if my child has an emergency, or is sick? I hope that day doesn't come, because I would be so very upset with how far away they are to us/home. They high school is a little closer, but only by one street. There is a middle and high school less than a mile from us.

I know it's awhile down the road, but when my children get to high school and learn to drive, I can't say that I would be comfortable with them driving that far. I can't imagine how upset my children would be if that is the case.

Because of the situation, I applied for open enrollment in other districts where family was involved. My daughter now goes to a charter school, away from all of her neighborhood friends that my husband and I dreamed of her growing up with.

I beg you to consider the district lines.

thank you for the consideration,

Kayla Gross
8313 E Gallatin Dr
Nampa

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

11/23/2016

Desert Springs Elementary School to Snake River Elementary School - Google Maps

Google Maps

Desert Springs Elementary School to Snake River Elementary School

Drive 9.3 miles, 20 min

Starting point: 17522 Northside BLVD (Brown bus stop for Nampa Schools) Vallivue elementary schools: Desert Springs, East Canyon & Birch. Nampa elementary school: Snake River



**STATE DEPARTMENT OF EDUCATION
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11/21/2016

East Valley Middle School to Sage Valley Middle School - Google Maps

Google Maps East Valley Middle School to Sage Valley Middle School

Starting point: 17522 Northside BLVD (Brown bus stop for Nampa Schools) Vallivue middle school: Sage Valley. Nampa middle school: East Valley

Drive 11.0 miles, 20 min



via S Happy Valley Rd and I-84
20 min without traffic

20 min
11.0 miles

STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017

11/23/2016

Ridgevue High School to Columbia High School - Google Maps

Google Maps Ridgevue High School to Columbia High School

Starting point: 17522 Northside Blvd (Brown Bus stop for Nampa Schools) Vallivue high school: Ridgevue. Nampa high school: Columbia

Drive 9.0 miles, 16 min



■ via Madison Rd, Ustick Rd and Northside Blvd
16 min without traffic

16 min
9.0 miles

<https://www.google.com/maps/dir/Ridgevue+High+School,+Madison+Road,+Nampa,+ID/17522+Northside+Bvd,+Nampa,+ID+83687/Columbia+High+School,+South+Hamm+Vallivue+Road,+Nampa,+ID+83687>

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

In closing, I would like for you to consider this story when forwarding this report onto the Idaho State Department of Education with your comments/request(s)/recommendations:

I, Roberto Valadez, grew up in Marsing - a small town just west of Nampa and the Vallivue School District. I grew up under the guidance of my Mother of which was a single parent for most of my adolescence. She held down a steady job but this job required her to work many long hours and sometimes late at night and thus could have eliminated the adult supervision during this time but...Forward

Now that I am nearing my 40's, I look back to where I grew up and realize that the friendships I made, the leadership of my teachers, the focus of my sport coaches, the support from my friend's parents and the community as a whole helped me to become the person I am today. Without that sense of community which surrounded the schools I attended, I believe my life would have been less fulfilling than the one I am fortunate to have today. I am still close to the Marsing community and have life long friends because I was able to attend a school that was within walking distance of my home. It is much easier to catch a ride home from after school activities or to attend ball games if living 1-2 miles away than it is 8-9 miles away.

I understand this experience of mine was from a small town but I would like for you to consider this situation and relate it to this proposal. The world in which we live in for a child / adolescent has changed from our time. Some for the better. Some not. One thing for certain though is, the more influence a child can be provided by school faculty, community, sports or any school based activities- the better. This is true for the student and the school alike.

Please take into consideration the opportunity this would give to our children and thus the future if they were given the ability to attend schools which are close to their homes and surrounding communities.

Thank you for your time.

Sincerely,

Roberto Valadez

Kimberly Valadez

And the 251 resident petitioners of Colter Bay, Astoria Park, North Pointe and surrounding properties.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

**VALLIVUE SCHOOL DISTRICT 139
BOARD MEETING
December 13, 2016 - 6:00 p.m. Page 1 of 6**

PRESENT:

Jeff Forsberg, Chair	Joey Palmer
Toni Brinegar, Vice-Chair	Chad Coles
Jeff Hon, Trustee	Dick Brulotte
Reid Stephan, Trustee	Julie Yamamoto
Jennifer Cox, Trustee	Mark Layne
Pat Charlton, Superintendent	Cindy Dodd
Gary Johnston, Asst. Superintendent	Sara Ward
Sue Muchow, Board Clerk	Scott Johnstone
Kristy Baumchen, Deputy Clerk	Mark Layne
Cindy Johnstone	Bill Hamlin
Shane Schamber	Bryce Parker
Letha Blick	

Executive Session

An Executive Session was called by Chair Jeff Forsberg at 5:08 p.m. Jeff Hon made a motion, Toni Brinegar seconded, to adjourn to Executive Session to discuss and interview interested candidates for the Interim Zone 2 trustee position as per Idaho Code 74-201 to -208; motion carried by roll call vote. Present were Jeff Forsberg, Jeff Hon, Toni Brinegar, Reid Stephan, Jennifer Cox, Pat Charlton, Gary Johnston, and Sue Muchow. The board returned to open session at 6:02 p.m.

Call to Order of Regular Board Meeting

Board Chair Jeff Forsberg called to order the regular December Board Meeting at 6:05 pm. Vallivue Middle School Principal Brian Lee led the Pledge of Allegiance.

Appointing New Board Member

A motion to accept Ms. Jennifer Cox as Zone 2 Trustee was made by Reid Stephan and seconded by Toni Brinegar. Motion carried 4-0. Jennifer Cox was sworn in as Board Trustee for Zone 2.

Success stories were then shared with the board, which included: Carolyn Hamann, retired board chair, was honored with an IHSSA lifetime pass to Idaho sporting events, as well as a Vallivue jacket.

Mr. John Neddo from Idaho Power presented the board with an incentive check for \$193,125.60 awarded because of energy-efficiency programs adopted by the district.

Assistant Superintendent Gary Johnston then introduced the AVID staff who presented on the recent university campus visit taken by a group of students. Support for the program comes partially from Republic Services, represented by Jeff Fisher, General Manager, who was present. The AVID teachers were introduced who then introduced several students. Mr. Fisher was thanked by the board and then listened to the students share their experiences of the school tour and watched a slide presentation of the field trip.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

**VALLIVUE SCHOOL DISTRICT 139
BOARD MEETING
December 13, 2016 - 6:00 p.m. Page 2 of 6**

Consent Agenda

1. 1. Approval of Agenda
2. Approval of Minutes: Nov 8, 2016
3. Approval of Special Minutes: Nov 22, 2016; VMS Board Tour Dec 9, 2016
4. Approval of Bills: Nov 25; Dec 13; add-on; and a summary in the amount of \$5,122,284.17.
5. Approval of budget reports
6. Resignations/Retirements: (see last page)
7. New Hires : (see last page)
8. Change of Job Status Extra-Curricular: (see last page)
9. Student Teachers: (see last page)
10. Renewing teacher to new certificate: (none)
11. Second reading of policies:
290 Discriminating Prohibited
410 Non-Discrimination in Employment
512 School Climate
543 Student Suspension
830 Gifts, Grants, Bequests
839 Intellectual Property
1010 Community Involvement
1026 Fundraising
1044 Advertising in the Schools
Administrative Procedures for Disciplinary Action
12. Third reading and acceptance of policies:
305 Superintendent Evaluations
310 Principal Evaluations
443 Certificated Evaluations
444 Certificated Contracts

The board reviewed the agenda after which a motion was made by Jeff Hon and seconded to approve by Reid Stephan. The agenda was approved 4-0.

Construction update

Bryce Parker from Beniton Construction and Bill Hamlin of Design West gave an update on Skyway Elementary and other district projects. It was reported that everything is on track and moving smoothly.

VHS Baseball Hitting Facility

Parent Brad Carpenter updated the board on the construction process of the hitting facility at VHS. Conduit for electrical and gas line have been brought to the building. A donation was made to purchase the turf for the building. Donations continue to help offset fees of the project.

**STATE DEPARTMENT OF EDUCATION
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**VALLIVUE SCHOOL DISTRICT 139
BOARD MEETING
December 13, 2016 - 6:00 p.m. Page 3 of 6**

Maintenance/Facilities Report

Maintenance Director Chad Coles updated the board on various projects. The baseball facility is moving smoothly. Snow watch for the district has kept the crew engaged. Ridgevue maintenance facility is wrapping up with just two inspections needed before the final.

Business Report

Director Sue Muchow reviewed the 2017 election schedule which was submitted to the county. Trustee elections and two levies will be run: plant facility in March, trustee elections (zones 1 and 2) in May, and supplemental levy in November.

Investment Options

Superintendent Charlton reported that the district was approached with an option to invest in a local bank, Sunwest Bank, which used to be Syringa Bank. Funds are currently invested in the state investment pool. \$4.5 million could be invested in this alternate site. Jeff Forsberg suggested reducing the amount to \$2.5. Reid Stephan stated that it seems it may be an unnecessary risk. Competition for better rates between banks is acceptable if Sunwest can offer a higher earnings rate. The board was asked to approve this option to invest up to \$4.5 million in a money market account with Sunwest Bank, as long as rate we are currently receiving would be met or exceeded. As there was no second to the motion, the motion died without action.

Federal Programs/Community Relations/Safety

Assistant Superintendent Gary Johnston updated the board with the newest edition of the Vallivue Review. The district communications plan is being finalized with the community relations committee, reflecting four key messages.

Curriculum and Testing Update

Director Cindy Johnstone reported on the following:

- The inter-valley direct writing assessment in which the district was involved. All 5th grade students participated. Of the 86 scorers of the essays, 7 were from Vallivue. Results are not yet finalized.
- Ready Math curriculum training for middle school teachers has taken place. Midyear implementation is ready to begin with the new materials.
- Department chairs and administrators have discussed keeping the high schools similar in curriculum goals and timelines in social studies, math, ELA, and science.

Travel Request

VHS Principal Dick Brulotte said the Vallivue Speech and Debate would like to go to Gonzaga University, Spokane, WA from January 1-5, 2017. 3-8 students with chaperones will participate. The board was asked to approve the travel request as submitted assuming all rules and regulations will be followed. With a motion by Toni Brinegar, seconded by Jeff Hon, the motion carried.

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

**VALLIVUE SCHOOL DISTRICT 139
BOARD MEETING
December 13, 2016 - 6:00 p.m. Page 4 of 6**

Travel Request

Dick Brulotte said the VHS wrestling team would like to go to Sierra Nevada Classic Wrestling Tournament in Reno, NV, on December 28-29, 2016. Approximately 35 students plus chaperones will participate. The board was asked to approve the travel request as submitted assuming all rules and regulations will be followed. Reid Stephan motioned and Jeff Hon seconded. Motion carried.

Travel Request

Principals Julie Yamamoto and Dick Brulotte requested that the RHS/VHS Music Trip (choir, orchestra, actor's ensemble), travel to New York City during March 22-28, to participate in the Heritage Festival. Approximately 54 VHS and 85 RHS students, plus chaperones, will participate. The board was asked to approve the travel request as submitted assuming all rules and regulations will be followed. A motion by Toni Brinegar was seconded by Reid Stephan. Motion carried.

Teacher Evaluation Process

Pat Charlton said that a recent article criticized the Idaho education system because it reported that 99% of districts didn't meet evaluation standards in the model identified. Pat reported that the data was misrepresented. Teacher evaluation is taken seriously and the principals do a very good job in Vallivue. Toni commented that the Danielson Model, the one identified in the article, is an unrealistic model in which to hold the teachers. To apply every component was not originally the intent of the model. The board was appreciative of the information.

Annexation of Territory Procedure Update

Pat Charlton shared with the board the proceedings for the annexation/excision process. Mr. Forsberg stated that there are as many cons as pros to the process. Reid Stephan, representative of that zone, had heard that the boundaries drawn are unfair to those in the area. Jeff Forsberg stated that staying neutral is the best position to take in the process. Toni Brinegar stated that with the board maintaining a neutral position, it puts the decision on the people living in the area impacted.

The board was asked, as per Idaho Code 33-308, to make a formal recommendation to the Idaho State Department of Education regarding the annexation and excision of the square mile containing the subdivisions of Colter Bay, Astoria Park, North Pointe and surrounding properties. The board's formal recommendation to the State Dept of Education is of a neutral position, through a motion by Jeff Hon, seconded by Reid Stephan. The motion carried.

First reading of policies

Assistant Superintendent Gary Johnston gave an overview of December policies:
228 Board Member Conflict of Interest
244 Trustee Election
407.50 Sick Leave
418 Conflict of Interest
457 Supplemental Contracts

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

**VALLIVUE SCHOOL DISTRICT 139
BOARD MEETING
December 13, 2016 - 6:00 p.m. Page 5 of 6**

466 Leadership Premiums
540 Maintenance of Orderly Conduct
542 Searches by School Officials
546 Disciplining Students with 504
671 Section 504
671F1 504 Rights Notice

Adjournment

The meeting was adjourned at 7:53 pm by the Board Chair Jeff Forsberg after a motion by Reid Stephan, seconded by Jeff Hon.

APPROVED:

Board Chair

Board Clerk

From Consent Agenda:

6. Resignations/Retirements:

Kurdov, Irina	Resignation	Academy	Custodian
Maupin, Brenda	Resignation	VMS	Child Nutrition Supervisor
Weigel, Debra	Resignation	Desert	Cook
Woodworth, Brittany	Resignation	RHS	Track Coach
Lazo, Maria	Resignation	Desert	Para Pro
Gennette, Demetre	Resignation	Rivervue	Sped Para Pro

7. New Hires:

Certified (none)

Classified

Liudahl, Ruth	Resource Para	Birch
Stowe, Danielle	ERI Aide	East
Morrison, Leon	Maintenance	District
Balderas, Martha	Cook	Desert
Alexander, Sandra	Para Pro	Desert

Extra-Curricular (or timesheet employee)

Folwell, Rick	JV Wrestling Coach	RHS
Loper, Christina	Dance Choreographer	RHS
Munoz, Marisela	School Nurse 2 days/week	West
Hoadley, April	IRI Tutor	Central
Trinkle, Rebecca	IRI Tutor	Central
Villareal, Cecilia	IRI Tutor	Central
McLaughlin, Kyle	Asst Track	RHS
Anni, Rebecca	Spec Ed Aide	Rivervue

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**VALLIVUE SCHOOL DISTRICT 139
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Thompson, Molli	AVID Tutor	VMS
Fitts, Garrett	Asst Basketball Coach	VHS
Tower, Dontese	Asst Basketball Coach	VHS

8. Change of Job Status

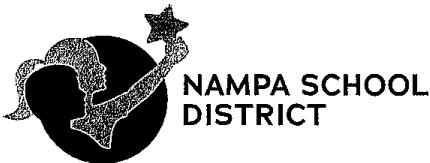
Roberts, Robert	Custodian/Head Custodian	RHS/VHS
Emly, Norman	Head Custodian/Custodian	VHS/RHS
Scott, Linda	IRI Testing/noon duty	CC

9. Student Teachers for 2016-17

Sanchez, Allyson	East, 3rd grade
Blackstone, Ian	RHS, Science

10. Request for Provisional Certification/Renewing with New Certificate (none)

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**



December 14, 2016

Superintendent of Public Instruction
Sherri Ybarra
Idaho State Department of Education
650 West State Street
Boise, ID 83702

Re: Patron request for boundary change Nampa School District 131

Superintendent Ybarra,

The Board of Trustees for the Nampa School District 131 at its Tuesday, December 13, 2016 regular meeting considered a request from residents in the northern most portion of the Nampa School District to adjust the boundaries between our district and the Vallivue School District. Please see enclosed documentation.

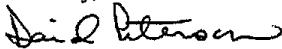
At the meeting, the trustees authorized me to report to you that the Board neither opposes or supports this request. The Board also authorized me to convey a request that the following be considered in the process:

- Should an election be held, that it be scheduled either on May 2017 or November 2017; and
- Should the election be scheduled and is successful in approval the boundary change, that the effective date of the change the August 2018.

The Board and I believe these considerations are essential to allow our district to plan to "right size" our staffing, budget, and in-district boundaries to adjust to the change in students should the election be successful.

Thank you for your attention to this matter.

Sincerely,


Dan L. Peterson
Superintendent, Nampa School District

Cc: Matt Freeman, Executive Director
Office of the State Board of Education

Inspiring Excellence — Every Child, Every Day

619 S. Canyon St. Nampa, ID 83686
www.nsd131.org



**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

**NAMPA SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING MINUTES**

Tuesday, December 13, 2016

Trustees Present: Bob Otten, Mandy Simpson, Mike Fuller and Janelle Stauffer. Trustee Brian McGourty was absent.

WORK SESSION

A. Holiday Dinner Prepared by Culinary Arts Students

The trustees and guests were served a holiday dinner prepared by the students in the culinary arts program.

I. **CALL TO ORDER**

A. Chairman Fuller called the meeting to order with the Pledge of Allegiance at approximately 7:30 p.m.

B. Chairman Fuller asked Trustee Simpson to lead the Board in reciting the District Mission and Vision Statements

C. Welcoming of Guests

D. Approval of Agenda

There were no revisions requested to the agenda.

E. Public Comments

There were no public comments.

F. Trustee Reports

Trustee Simpson shared insights from the Idaho School Boards Association (ISBA) conference in November. They discussed the benefits of trustees breaking bread together to get to know each other better and work better together. She also mentioned that other districts use online digital collaboration tools.

Trustee Otten also attended the conference, he was pleased to see that the district is already doing many of the items discussed at the conference.

Trustee Stauffer reported that she attended the presentation regarding trauma informed education. She feels this is very relevant work for our schools.

Chairman Fuller reported that he discussed the use of Policy Governance with the key note speaker at the ISBA conference in November.

G. Superintendent Update

1. Pathways in Education

Superintendent Peterson introduced Tommy Jo the Chief Operating Officer of Pathways in education. He introduced his team members Jill Wells Director of Charter Development, Cheri Shannon Senior Director of Charter Development and their Director of Implementation.

A motion was made by Trustee Otten and seconded by Trustee Stauffer to authorize the Pathways in Education Charter School. There was discussion on the motion. The motion was put to a vote and carried 4-0.

2. Treasure Valley Leadership Academy Innovation Agreement

Board Meeting Minutes December 13, 2016

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Superintendent Peterson asked the trustees to approve the innovation agreement with Treasure Valley Leadership Academy. Principal Emmett Wemp discussed the work that has begun with the planning team and the students that they are looking to recruit for the new school.

A motion was made by Trustee Stauffer and seconded by Trustee Otten to approve the Treasure Valley Leadership Academy Innovation School Agreement. There was discussion on the motion. The motion was put to a vote and carried 3-1.

3. Supplemental Levy Update

Superintendent Peterson updated the Board on the distribution of the current supplemental levy funds. He also shared that at this time the plan is to ask to renew the supplemental levy in November 2017.

4. Homeowner Petitions to Cede Property to Vallivue School District

A group of homeowners have submitted a petition to the State Board of Education and the State Department of Education requesting that they cede from the Nampa School District boundary to the Vallivue School District boundary. Superintendent Peterson recommended that the Board take no position on the petition but ask officials to grant ample time to plan for the change if it is approved. The district would like to see the change begin no sooner than fall of 2018.

A motion was made by Trustee Simpson and seconded by Trustee Otten to authorize the Superintendent to prepare and send a response to the State Department of Education regarding the alteration of school district boundaries to include, but not be limited to:

1. The Nampa School District neither supports nor opposes the alteration of district boundaries;
2. If the voters approve the alteration, the Nampa School District has questions and concerns that will be articulated during the hearing process, including but not limited to:
 - a. We request that the election be held on either the May or the November election dates.
 - b. We request adequate time to adjust school boundaries and district budgets and staffing. If the boundary adjustment is approved by the voters in 2017, we request an effective date of the boundary change to be for the 2018-19 school year.
3. Additional information as we might discover.

There was no discussion on the motion. The motion was put to a vote and carried 4-0.

5. Monthly Budget Status Report

Director of Finance Randy Dewey shared that the impact in decreased enrollment has been mitigated. Superintendent Peterson shared that the does not anticipate needing to use contingency funds for expenses this school year.

6. Other

H. Consent Agenda

1. Approval of Minutes: Regular Board Meeting – November 8, 2016
2. Approval of Minutes: Special Board Meeting – November 8, 2016
3. Approval of Monthly Personnel Report
4. Approval of Accounts Payable & Student Activity Funds Reports
5. Canyon County Statement of Receipts – October 31, 2016

**STATE DEPARTMENT OF EDUCATION
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- 10 10
6. Acceptance of Appraisal Report for Georgia Avenue Property
 7. Acceptance of November 1, 2016 Enrollment Report
 8. Acceptance of December 1, 2016 Enrollment Report
 9. Acknowledge Receipt of Monitoring Report SL-2F Asset Protection
 10. Acknowledge Receipt of Monitoring Report SL-2G Compensation and Benefits
 11. Approval of Food Products Bid Award Second Semester 2016-2017 School Year
 12. First Reading Revised Policy #4420 Sex Offenders
 13. First Reading Policy #2570 Use of Commercially Produced Video Recordings

A motion was made by Trustee Otten and seconded by Trustee Stauffer to approve the consent agenda as presented. There was discussion on the motion. The motion was put to a vote and carried 4-0.

II. BOARD DEVELOPMENT AND LINKAGE

- A. Board Development Book Study: Implementing Policy Governance and Staying on Track
The Trustees discussed their thoughts and what they learned from the book.

III. ASSURANCE OF ORGANIZATIONAL PERFORMANCE

- A. Board Response to Monitoring Report, Policy SL-2D Budget Execution
A motion was made by Trustee Simpson and seconded by Trustee Otten to find that the superintendent has complied with Policy SL-2D. There was no discussion on the motion. The motion was put to a vote and carried 4-0.

There were no additional comments made by the Trustees regarding this report.

- B. Board Response to Monitoring Report, Policy SL-2E Organizational Development and Executive Succession
A motion was made by Trustee Simpson and seconded by Trustee Stauffer to find that the superintendent has complied with Policy SL-2E. There was no discussion on the motion. The motion was put to a vote and carried 4-0.

There were no additional comments made regarding this report. There was a proposed language revision included in the survey response changing the words harm or erode in the policy to fail to increase. The Board will discuss this proposed revision at a later date.

- C. Board Response to Monitoring Report, Policy SL-2L Student Conduct and Discipline
A motion was made by Trustee Stauffer and seconded by Trustee Simpson to find that the superintendent has complied with Policy SL-2L Student Conduct and Discipline. There was no discussion on the motion. The motion was put to a vote and carried 4-0.

There were no additional comments made by the Trustees regarding this report.

- D. Superintendent Evaluation Process
Superintendent Peterson shared that there is an execution session set aside for the trustees to begin this work. He asked that when the process is complete the report be given during regular session.

IV. POLICY REVIEW

- A. Discussion of Travel and Reimbursement, Board and Superintendent
This item will be discussed at a later date.

Board Meeting Minutes December 13, 2016

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G. Resume Open Session

H. Adjourn

The meeting adjourned at 10:30 pm.

The above minutes represent a true and accurate summary of the meeting held on the 13th day of December 2016.

Mike Fuller, Chairman

Tammy Wallen, Clerk

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

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**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

Jean R. Uranga
URANGA & URANGA
Attorneys at Law
2600 W. Hillway Drive
P.O. Box 1678
Boise, Idaho 83701
Telephone: (208) 342-8931
Facsimile: (208) 342-7058
Idaho State Bar No. 1757

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

In the Matter of the Petition)
of:)
)
ROBERTO VALADEZ FOR SCHOOL) NOTICE OF HEARING
BOUNDARY CHANGE)
)
)

Notice is hereby given that a hearing will be conducted on MaY
15, 2017, at 7:00 o'clock p.m., at the Snake River Elementary
School Cafeteria, 500 Stampede Drive, Nampa, Idaho 83687.

The hearing officer acting in this matter will be:

Jean R. Uranga
URANGA & URANGA
Attorneys at Law
2600 W. Hillway Drive
P.O. Box 1678
Boise, Idaho 83701
Telephone: (208) 342-8931
Facsimile: (208) 342-7058

The hearing will be conducted according to the provisions of
Title 67, Chapter 52, Idaho Code, and the provisions of IDAPA
04.11.01, under the authority vested in the Idaho Department of
Education by the provisions of IDAPA 08.02.01.050, and will be for
the purpose of determining whether the Colter Bay, Astoria Park and

NOTICE OF HEARING - 1

**STATE DEPARTMENT OF EDUCATION
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North Pointe subdivisions shall be annexed to the Vallivue School District #139.

This hearing affords interested parties an opportunity to speak related to the petition to annex these subdivisions to the Vallivue School District #139.

DATED This 28th day of April, 2017.


JEAN R. URANGA
Hearing Officer

CERTIFICATE OF MAILING

I HEREBY CERTIFY That on this 28th day of April, 2017, I served true and correct copies of the foregoing NOTICE OF HEARING by depositing copies thereof in the United States mail, postage prepaid, in envelopes addressed to:

Roberto Valadez
17344 N. Chouteau Avenue
Nampa, Idaho 83687

Pat Charlton
Superintendant
Vallivue School District
5207 S. Montana Avenue
Caldwell, Idaho 83607-1583

David Peterson
Superintendant
Nampa School District
619 S. Canyon Street
Nampa, Idaho 83686

Helen Price
State Department of Education
650 West State Street, 2nd Floor
Boise, Idaho 83720-0027


JEAN R. URANGA

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

JEAN R. URANGA
Hearing Officer
2600 W. Hillway Drive
P.O. Box 1678
Boise, Idaho 83701
Telephone: (208) 342-8931
Facsimile: (208) 342-7058
Idaho State Bar No. 1763

BEFORE THE IDAHO BOARD OF EDUCATION

In the Matter of the Petition)
of ROBERTO VALADEZ)
regarding:)
)
NAMPA SCHOOL DISTRICT #131) FINDINGS OF FACT, CONCLUSIONS
) OF LAW AND RECOMMENDED ORDER
and)
)
VALLIVUE SCHOOL DISTRICT #139)
)

This matter is before the Hearing Officer based upon the Petition filed by Roberto Valadez and other residents of the Colter Bay, Astoria Park and North Pointe subdivisions and adjoining properties. A hearing on the Petition was conducted May 15, 2017, at 7:00 o'clock p.m., at the Snake River Elementary School. The hearing was taped and a copy of the tape is attached as Exhibit 1.

FINDINGS OF FACT

The Petition indicates the Colter Bay, Astoria Park and North Pointe subdivisions are located between Cherry Lane, Ustick Road, Northside Boulevard and Franklin Boulevard. The Petition proposes to remove an approximately one (1) square mile area from

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 1

**STATE DEPARTMENT OF EDUCATION
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the Nampa School District and have that property annexed into the Vallivue School District.

A review of the map attached to the Petition indicates that the area in question is already bounded by the Vallivue School District on three sides.

The Petition was signed by 196 school district electors within the affected area as certified by the Canyon County Clerk. The Canyon County Clerk also certified there were 725 school district electors in the affected area. Consequently, 27% of the school district electors in the area signed the Petition.

Pursuant to Idaho Code Section 33-308(2) the Petition was submitted to the Board of Trustees of both the Nampa and Vallivue School Districts. At a meeting on December 13, 2016, the Vallivue School District Board of Trustees voted to take a neutral position on the Petition. On December 14, 2016, the Nampa School District sent a letter to the Superintendent of Public Instruction, Sherri Ybarra, noting that the Nampa School District neither opposed or supported the Petition. The Nampa School District did request that, if the Petition is granted, the election should be scheduled for either May or November 2016 and that any boundary change should not be effective until August 2018.

The Petition did not include information regarding the market value, for tax purposes, of the two districts prior to the requested transfer and of the area to be transferred as required by IDAPA 08.02.01.050.04. The Petition also did not include

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 2

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information on whether the alteration as proposed would leave a school district with a bonded debt in excess of the limit proscribed by law as required by Idaho Code Section 33-308(4)(b) and IDAPA 08.02.01.050.03.a.

Forty-two (42) individuals signed in on the sign in sheet at the hearing. A copy of the sign in sheet is attached as Exhibit 2. Of those in attendance, twenty-seven (27) individuals testified. A tape of the hearing is attached as Exhibit 3.

Twenty-one (21) individuals testified in support of approving the Petition, including Matt Andrew; Jeff Wixom; David Thurgood; Eric Schwarze; Shellie Gruber; Byron Luksus; Maricio Steffen; Lyric Smith; Chad Collins; Amber Christensen; Brett Haustveit; Nancy Smith; Roberto Valadez; Lindsay Mullen; Kim Valadez; Michael Parrish; Amy Jergensen; Nick Christenson; Doug Thompson; and Amy Martinez.

The individuals testifying in support of the Petition noted that their children now have to be bussed significant distances to get to the Nampa schools in the Nampa School District. In contrast, the Vallivue schools their children would attend if the Petition is approved are much closer. Because of the distances to the Nampa schools, it adversely impacts the ability of their children to participate in school activities and develop social relationships with their school friends. It was also mentioned that, because of the distances of the Nampa schools relative to the Vallivue schools, their children are at increased risk for accidents while being transported to school. Others pointed out

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 3

**STATE DEPARTMENT OF EDUCATION
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that it would create a more natural boundary to move the area to the Vallivue School District since this area is currently a "bulge" in the boundaries of the two districts. Some argued it would be a better allocation of resources to reduce the distances children needed to be bussed to school. Some were told they were in the Vallivue School District when they bought their homes and later found out they were in the Nampa School District.

Six (6) individuals spoke in opposition to the Petition, including Robert Willingham; Laura Simpson; Jennifer Tolman; Betty Reynolds; Judy Smolden; and Debbie LaFord. The individuals opposed testified their children were already established in the Nampa schools and they did not want their children to lose the continuity and friends they had already established in the Nampa schools. They indicated people knew their homes were in the Nampa School District when they bought their homes. Even though Nampa apparently allows open enrollment, that is only possible if there is space available. Others were concerned about the impact of adding more children to the Vallivue School District. One individual testified there are better programs and opportunities in the Nampa School District.

Pat Charlton, the Superintendent of the Vallivue School District, testified that the Vallivue School District was neutral on the Petition.

After the hearing, the Hearing Officer received an email from Jennifer Young, which is attached hereto as Exhibit 3. Ms. Young expressed her opposition. She stated she specifically

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 4

**STATE DEPARTMENT OF EDUCATION
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chose to buy a house in the Nampa School District and it would be unfair to change the district now. Her children are established in the Nampa schools and it would be disservice to her children to move them now. She further stated it would result in an undue burden on the Nampa School District to move the boundary lines.

CONCLUSIONS OF LAW

Idaho Code §33-308 establishes the procedure for requesting excision and annexation of school district territory. Subsection (1) allows one-fourth or more of the school district electors, residing in an area of not more than 50 square miles, to petition for annexation of an area from one school district to another contiguous school district. In this case, the Petition was signed by 27% of the school district electors.

Idaho Code §33-308(4) provides that the State Board of Education shall approve the proposal if two conditions are met. First, the excision and annexation must be in the best interest of the children residing in the area described and second, excision must not leave a school district with a bonded debt in excess of the limit prescribed by law. If a proposal is approved, the matter is then submitted to the school district electors residing in the area described.

No testimony or evidence was presented on whether the proposed annexation would have any effect on the bonded indebtedness of either district.

The administrative rules of the State Board of Education

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER - 5

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boundary change would be in the best interests of the children residing in the area.

RECOMMENDED ORDER

Based upon the foregoing, it is recommended that the Petition for Excision from the Nampa School District and Annexation to the Vallivue School District be GRANTED if the State Department of Education confirms the excision would not leave either school district with a bonded debt in excess of the limit prescribed by law.

DATED This 5th day of June, 2017.


JEAN R. URANGA
Hearing Officer

**STATE DEPARTMENT OF EDUCATION
AUGUST 10, 2017**

CERTIFICATE OF MAILING

I HEREBY CERTIFY That on this 5th day of June, 2017, I served true and correct copies of the foregoing FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDED ORDER by depositing copies thereof in the United States mail, postage prepaid, in envelopes addressed to:

Roberto Valadez
17344 N. Chouteau Avenue
Nampa, Idaho 83687

Pat Charlton
Superintendent
Vallivue School District
5207 S. Montana Avenue
Caldwell, Idaho 83607-1583

David Peterson
Superintendent
Nampa School District
619 S. Canyon Street
Nampa, Idaho 83686

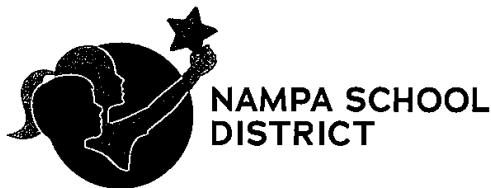
Helen Price
State Department of Education
650 West State Street, 2nd Floor
Boise, Idaho 83720-0027


JEAN R. URANGA

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June 5, 2017

Helen Price
Idaho State Department of Education

Re: Annexation petition property value

Helen,

This letter is to respond to the annexation petition from the Nampa School District to Vallivue School District. The Nampa School District would lose approximately \$70,745,000 in taxable property value associated with the proposed annexation area. This would be 1.669% of our current taxable property base. This reduction would not create our District bond debt to exceed the 5% of current market value as allowed by Idaho Code 33-1103.

Please feel free to contact me if you have any additional questions.

Best wishes,

Randy Dewey
Director of Finance
rdewey@nsd131.org
208-468-4600

Inspiring Excellence — Every Child, Every Day

619 S. Canyon St. Nampa, ID 83686
www.nsd131.org



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Hi Helen,

Here is the detail for the Nampa and Vallivue School districts regarding the possible altering of boundaries.

Tax Year 2016 market value for tax purposes:

Nampa School District: \$4,249,078,362

Vallivue School District: \$2,084,652,465

Tax Year 2016 market value for tax purposes of proposed boundary alteration - one square mile between Cherry Ln. north to Ustick Rd and Northside Blvd east to Franklin Blvd (Sec. 03, T. 3 N, R. 2 W): \$63,901,355.

Reported outstanding bonded debt as of September 30, 2016:

Nampa School District: \$87,265,000

Vallivue School District: \$112,065,000

Please let me know if you have any additional questions.

Thanks,

Steve R. Onofrei

Senior System Analyst

Canyon County

1115 Albany St.

Caldwell, Idaho 83605

(208) 454 – 6660

sonofrei@canyonco.org

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointment to the Professional Standards Commission

REFERENCE

August 2015	Board approved one (1) appointment to the Professional Standards Commission.
April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six (6) appointments and two (2) reappointments to the Professional Standards Commission.
August 2016	Board approved one (1) appointment to the Professional Standards Commission.
April 2017	Board approved one (1) appointment and three (3) reappointments to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission.

The Professional Standards Commission consists of eighteen (18) members, one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

A position is currently available for an elementary classroom teacher. Nominations were sought for the position from the Idaho Education Association, Northwest

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Professional Educators, and the Idaho Indian Education Committee. Resumes for the following interested individuals are attached.

Elementary Classroom Teacher:

Jennifer Gates, Plummer-Worley Joint School District #44
Jolene Gunn, West Ada School District #2
Jeanette Mayes, Nampa School District #131
Betty Turner, Boise School District #1
Kristopher "Topher" Wallaert, Mountain Home School District #193

Special Education Director:

Lori Ravét, Lapwai School District #341

ATTACHMENTS

Attachment 1 – Professional Standards Commission Membership	Page 5
Attachment 2 – Resumé for Jennifer Gates	Page 1
Attachment 3 – Resumé for Jolene Gunn	Page 12
Attachment 4 – Resumé for Jeanette Mayes	Page 18
Attachment 5 – Resumé for Lori Ravé	Page 24
Attachment 6 – Resumé for Betty Turner	Page 30
Attachment 7 – Resumé for Kristopher "Topher" Wallaer	Page 34

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2016 Board meeting the Board discussed the importance of representation on various state level committees by representatives of Idaho's underserved populations. It was determined at that time that the Department would amend its practices for seeking nominations for positions on the Professional Standards Commission. The new practice would include reaching out not only to the identified stakeholder groups, but to also other education community groups to allow individuals who are not connected to the standard chains of communications the opportunity to apply or submit nominations for positions that may be opening up, whether they were due to terms expiring or from member resignations. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified of openings. The Indian Education Committee was notified of the vacancy and provided one nomination, Lori Ravét. The current opening is for an elementary classroom teacher. The Professional Standards Commission is putting forward Kristopher "Topher" Wallaert for consideration.

Pursuant to Section 33-1252, Idaho Code, "(3) The state board of education shall appoint or reappoint members of the commission for terms of three (3) years." This language does not allow the Board to appoint individuals for less than a three year term. Past practice of the Commission has been to request appointments be made for the remainder of an unfilled term when the vacancy is due to a resignation in mid-term, however, the statute does not allow for this flexibility.

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BOARD ACTION

I move to appoint Kristopher "Topher" Wallaert as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2015, and will end June 30, 2018, representing Elementary Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

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Professional Standards Commission Members – 2017-2018

Clara Allred
Special Education Administrator
Twin Falls SD #411

Margaret Chipman
School Board Member
Weiser SD #431

Steve Copmann
Secondary School Principal
Cassia County Joint SD #151

Kathy Davis
Secondary Classroom Teacher
St. Maries Joint SD #41

Kristi Enger
Career-Technical Education
Division of Career-Technical
Education

Mark Gorton
Secondary Classroom Teacher
Lakeland Joint SD #272

Dana Johnson
Private Higher Education
Brigham Young University –
Idaho

Pete Koehler
State Department of Education
Idaho Department of Education

Marjean McConnell
School Superintendent
Bonneville Joint SD #93

Charlotte McKinney, Chair
Secondary Classroom Teacher
Mountain View SD #244

Taylor Raney
Public Higher Education
University of Idaho

Tony Roark
Public Higher Education – Letters and
Sciences
Boise State University

Elisa Saffle
Elementary School Principal
Bonneville Joint SD #93

Jennifer Snow
Public Higher Education
Boise State University

Ginny Welton
Exceptional Child Education
Coeur d'Alene SD #271

Mike Wilkinson
School Counselor
Twin Falls SD #411

Kim Zeydel
Secondary Classroom Teacher
West Ada SD #2

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**STATE DEPARTMENT OF EDUCATION
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**Jennifer
Gates
Educator**

Contact Info

Address: 12015 E. Lenora Drive, Spokane Valley, WA 99206
Phone: hm(509) 324-9087
cell(509) 998-9218
Email: jgates314@hotmail.com

June 9, 2017

Ms. Cyr
President, Idaho Education Association
620 N. 6th St.
PO Box 2638
Boise, ID 838701

Re: Professional Standards Commission

Dear Ms. Cyr,

I am interested in filling the Elementary Classroom Teacher position on the Professional Standards Commission. I have been an elementary teacher for seven years, but more importantly, advocating for children for over 25 years.

I find the Professional Standards Commission to be a vital aspect to the learning community in all areas. I want our children to continue to move forward and this is another way to be a part of this movement. I enjoy being a part of the changes and moving forward to help our children, not standing on the sidelines waiting for others to do the work.

My commitment to the profession is to always be striving to be better at enhancing our children and our profession. Our children are our future and I strive daily for growth for each and every one of us.

Thank you for considering me for this position. I look forward to hearing from you.

Sincerely,



Jennifer Gates

**STATE DEPARTMENT OF EDUCATION
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**Jennifer
Gates**
Educator

Contact Info

Address: 12015 E. Lenora Drive, Spokane Valley, WA 99206
Phone: hm(509) 324-9087
cell(509) 998-9218
Email: jgates314@hotmail.com

Summary

Kind, compassionate, enthusiastic teacher with superb leadership and communication skills. Easily cultivates trusting and productive relationships with students, parents, teachers and administration. Demonstrates skills in individualizing instruction based on students' needs and interests.

Experience

Teacher, Mentor and Intervention Specialist

Lakeside Elementary

E Street, Plummer, ID 83851 (208) 686-2199

07/2007

-
Present

- Trained and implemented PBIS (Positive Behavioral Intervention Support) Tier 1, 2 and 3.
- Utilized the multi-tier system and data to inform decisions.
- Trained and implemented RTI (Response to Intervention).
- Title 1 district: comprehensive needs assessment, address the needs of all the students by holding high standards for all, professional development, parental involvement, and result-based accountability.
- Observe and assess student performance and keep thorough records of progress.
- Manage classrooms of 12-26 students.
- Implement a variety of teaching methods such as lectures, discussions and demonstrations.
- Establish clear objectives for all lessons, units and projects.
- Encourage students to persevere with challenging tasks.
- Set and communicate ground rules for the classroom based on respect and personal responsibility.
- Communicate regularly with parents regarding emotional, developmental and health problems in students and follow up with parents.
- Tutor students individually and in small groups to help them with difficult subjects.
- Schedule and hold parent-teacher conferences to keep parents up-to-date on their students' academic performance.
- Establish positive relationships with students, parents, peers and school administrators.
- Collaborate with other staff members to plan and schedule lessons promoting learning and student engagement.
- Employ a wide range of techniques to retain student interest and maximize learning.
- Implement remedial programs for students requiring extra assistance.
- Have appropriate disciplinary measures when students misbehave.
- Use components of a balanced literacy approach.
- Create lesson plans in accordance with state and school-wide curriculum standards.
- Accept coaching from fellow teachers and administrators and immediately incorporate feedback.
- Work outside normal hours to be available to answer parent and student questions.
- Differentiate instruction according to student ability and skill level.
- Attend workshops and coach peers.
- Receive high remarks for the creativity of classroom lesson plans and instructional techniques from students, parents, and faculty.
- Serve on the following committees: PBIS, RTI, Leadership, District Leadership, and Technology.

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Tutor

Total Tutoring Services, Inc.

3388 A Lakeside CT, Reno, NV 89509

2010

- Tutored students individually and in small groups to help them with difficult subjects.
- Performed pre-test, post test and writing test and implemented remedial programs accordingly.
- Set performance goals and progress reports.
- Establish clear objectives for all lessons
- Encourage students to persevere with challenging tasks.

-

2011

- Establish positive relationships with students, parents
- Employ a wide range of techniques to retain student interest and maximize learning.
- Create lesson plans in accordance with state and Total Tutoring curriculum standards.
- Work outside normal hours to be available to answer parent and student questions.
- Differentiate instruction according to student ability and skill level.

Youth Counselor

Excelsior Youth Center

3754 W. Indian Trail Road, Spokane, WA 99207 (509) 328-7041

07/1999

-

present

- Compile information for clients to support them in overcoming mental, emotional and behavioral problems.
- Work with clients with co-occurring disorders.
- Contributed to treatment plans and daily progress notes for each client assigned to caseload.
- Complete documentation for clients attending group sessions.
- Facilitated weekly discussion groups around anger management, relaxation skills, impulse control, social skills, emotional coping skills, drug and alcohol education, sex education, functional living skills, etc.
- Pursue ongoing education and training opportunities to further develop professional skills.
- Administer discipline appropriately and set limits for behavior.
- Participated in developing comprehensive treatment plans for clients.
- Serve as Senior Staff for staff and clients.
- Implement therapeutic plans for each client and record their progress daily.
- Build positive rapport with law enforcement officers, probation officers and community service agencies.
- Communicate regularly with significant others during the treatment process.
- Trained peers and leaders in crisis de-escalation using Professional Assault Crisis Training.
- Act as a role model for clients by exhibiting positive behaviors.
- Facilitated games and other activities to engage clients.
- Quickly respond to crisis situations when severe mental health and behavioral issues arise.
- Collaborate closely with treatment teams to appropriately coordinate client care service.

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Education

2011	Whitworth University <i>Masters of Education</i>	GPA: 3.83
2007	Whitworth University <i>Washington Residency Teacher Certificate</i>	GPA: 3.84
1991	Eastern Washington University <i>Bachelor of Arts - Applied Psychology</i>	GPA: 2.50
1988	MSU - Billings	GPA: 2.43

Certificates

Washington

Residency Teacher: Elementary Education
Residency Teacher: Reading

Idaho

Standard Elementary
All Subjects K/8
Literacy K/12

Mike Crabtree

Principal, Lakeside Elementary
Crabtree.mike@lakesidesch.org
(509) 220-6262

Maureen Chene-Andes

mchene06@comcast.net
(509) 869-1225

Teresa Hurliman

Idaho School Improvement Coach
hurliman.teresa@lakesidesch.org
(509) 570-6660

References

Trainings

- * Building Resiliency
- * Response to Intervention
- * PBIS -Positive Behavioral Intervention Support
Tier 1, 2 and 3; on-going the last 3 years
- * WIDA - World-Class Instructional Design and Assessment
- * Anti-Bullying
- * Trauma Training
- * Orton Gillingham - Institute for Multi-sensory Education
- * See Poverty...Be the Difference - Dr. Donna Beegle
- * 1-2-3 Magic
- * Discipline With Love and Logic
- * Harry Wong-The Effective Teacher
- * Fred Jones-Tools for Teaching
- *Best Reading Strategies - Kerry Cole
- *Cultural Training
- *ENVoY-Educational Non-Verbal Yardsticks
- *America Foundation for Chess - AF4C
- *Peer Coaching

**STATE DEPARTMENT OF EDUCATION
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Exhibit J

Date submitted 06/09/2017

**APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION**

Name Jennifer Gates School Lakeside Elementary
Home Address 12015 E. Lenora Drive Sch. Address 1157 E Street
City Spokane Valley Zip Code 99206 City Plummer Zip 83851
Home Ph. (509) 998-9218 Sch. Ph. (208) 686-2124
E-mail Address jgates314@hotmail.com

PSC Position applied for: (a) classroom teacher
(check one) (b) special education teacher
(c) pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
<u>Standard Elementary</u>	<u>8/31/2020</u>
<u>7010-All Subjects K/8</u>	
<u>7138-Literacy K/12</u>	

Education Background [Degrees and places obtained]

Degree	School
<u>Masters of Education</u>	<u>Whitworth University</u>
<u>Certification in Elementary Education</u>	<u>Whitworth University</u>
<u>Bachelor of Arts, Applied Psychology</u>	<u>Eastern Washington University</u>

Professional Experience [Date, place and position]

Date	Place	Position
<u>9/2007 - present</u>	<u>Lakeside Elementary Plummer, ID</u>	<u>Elementary Teacher Intervention Specialist Mentor Teacher</u>
<u>1/2007-5/2007</u>	<u>Trent Elementary, Spokane WA</u>	<u>Student Teacher, 4th Grade</u>

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<u>7/1990-present</u>	<u>Excelsior Youth Center Spokane WA</u>	<u>Group Counselor, Medical Coordinator Assistant, Pro-Act Instructor</u>
-----------------------	--	---

**Professional Associations and related activities other than IEA/NEA
(including offices)**

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Success Center After School Program Advisory Council 9/2014-8/2015

Girl Scout Assistant Leader 9/2007-present

Multiple Sclerosis Run 4/2013-present

Boy Scout Volunteer 8/2009-11/2014

Hooffest Volunteer 6/2014- 6/2017

Upward Basketball Coach 12/2010.

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES X NO .

Applicant's signature _____

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Please keep file active
1 yr. 2 yr. NO

1/07

**STATE DEPARTMENT OF EDUCATION
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APR-25-2014 12:20 From: GALILEO MAGNET

3504119

To: 93366967

Page: 4/9

Jolene Gunn

1444 Falcon Rim Ct.

Eagle, Idaho 83616

(208) 830-0999

gunnrj2@msn.com

CERTIFICATES: Elementary Education K-8 with Driver's Training Endorsement

CAPABILITIES:

- Prepare outlines and lesson plans for course of study
- Use data to evaluate needs and abilities of students to obtain projected yearly growth
- Use a variety of instructional methods to accommodate various learning styles
- Differentiate lessons and activities
- Maintain order and discipline within the classroom using positive reinforcement
- Use technology, a variety of software, and audiovisual equipment for instructional purposes
- Collaborate and work well with a variety of people

ACHIEVEMENTS:

- Organized and taught 4th grade math class for parents
- Wrote social studies evidence pieces for district use
- Selected and served on design team for Galileo STEM Academy
- Served on District and School Improvement Teams
- Worked on district committee to adopt new math series
- Voted building Teacher of the Year
- Nominated as a Disney Hands teacher
- Wrote items for NWEA for ISAT
- Renaissance Learning Model Classroom for reading
- Initiated Accelerated Math use in current building
- Served as a scorer for the Direct Math Assessment and Direct Writing Assessment (6 years)
- Collaborated on implementation of a school-wide peer mediation program
- Co-wrote a successful grant for a portable planetarium
- Recognized by Oregon Department of Education Chapter I for Parent Center
- Organized a teacher and parent inservice featuring Jim Fay
- Facilitated teacher inservice on computer usage and parenting classes

WORK HISTORY

8/98 to present	Meridian School District – Galileo STEM Academy, Seven Oaks Elementary, Summerwind Elementary 4th Grade Teacher	
8/95 to 5/98	St. Edward's Catholic School - State Accredited 4th Grade Teacher	Twin Falls, Idaho
1/95 to 7/95	College of Southern Idaho Adult Basic Education and ESL Teacher - math, reading, writing	Twin Falls, Idaho
10/92 to 12/94	Pine-Eagle School District Chapter I Reading and Math Teacher, Substitute Teacher, Teaching Assistant, Cheerleader Advisor, and Parent Resource Center Coordinator.	Halfway, Oregon

EDUCATION:

Boise State University	Boise, Idaho
• 1991 - B. A. Elementary Education - Graduated Cum Laude	

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APR-25-2014 12:20 From: GALILEO MAGNET

3504119

To: 93366967

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PROFESSIONAL AFFILIATIONS: Idaho Teachers of the Gifted (past member)
National Council for Teachers of Mathematics (past member)

BUILDING TEAMS, COMMITTEES, & ACTIVITIES: STEM Committee
Science Fair Team
Assembly Committee
Academic Task Force
School Improvement Team
Coached Idaho History Bee Team

INTERESTS: computers, local history, music, jet boating, and reading

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My Commitment to the Education Profession

I am an educator, a teacher. And as such, I hold the firm belief that teaching is the most important and rewarding profession one can aspire to.

Our society depends on an educated population to ensure the safety and continuation of our democratic way of life. Even in elementary school, students acquire knowledge and skills they will need to lead fulfilling lives and to become informed, productive citizens.

Teachers are educated professionals. All potential teachers need to be educated in child development and skilled in using classroom management techniques. They need opportunities to observe classrooms and participate in student teaching programs with master teachers. Like other professionals, teachers need opportunities to participate in professional development to keep content fresh and to stay up-to-date on best practices.

Teachers are role models for students in and out of the classroom. Expected behaviors must be modeled daily for students to build a community that operates on the principles of caring and respect. Teachers show the importance of and promote lifelong learning with their students.

Educators work as members of a team and know that collaborating with peers, administration, and parents help students reach their highest potential. Working in partnership with all the stakeholders in a child's life creates a safe environment that is fostered by respect between home and school.



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Date submitted 4-25-14 Exhibit J

APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION

Name Jolene Gunn School Galileo STEM Academy

Home Address 1444 Falcon Rim Ct. Sch. Address 4735 W. Saguaro Dr.

City Eagle Zip Code 83616 City Eagle Zip 83616

Home Ph. (208) 830-0999 Sch. Ph. (208)

E-mail Address gunn.jolene@meridianschools.org

PSC Position applied for:
(check one)
(a) classroom teacher
(b) special education teacher
(c) pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
<u>Elementary K-8</u>	<u>2017</u>
_____	_____
_____	_____

Education Background [Degrees and places obtained]

Degree	School
<u>Elementary Education - BA</u>	<u>Boise State</u>
<u>Secretary - Stenographer/AS</u>	<u>College of Southern Idaho</u>

Professional Experience [Date, place and position]

Date	Place	Position
<u>1993 - Present</u>	<u>Meridian District</u>	<u>4th grade teacher</u>
<u>1995 - 1998</u>	<u>St. Edwards</u> <u>Twin Falls, Id</u>	<u>4th grade teacher</u>
<u>1994 - 1995</u>	<u>College of Southern Idaho</u> <u>Twin Falls, Idaho</u>	<u>Adult Basic Education - Beginning ESL - Adult</u>

(over)

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Professional Associations and related activities other than IEA/NEA
(including offices)

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Testified at Legislative session - 2011

Attended Legislative hearings - 2011, 2012, 2013

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES NO .

Applicant's signature



Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Please keep file active
1 yr. 2 yr. NO

1/07

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Jeanette A. Mayes
1855 W. Creek Ct. Nampa, ID 83686
(208) 570-8634 jmayes@nsd131.org

Elementary School Teacher
Dedicated To the Education of Young Children

Summary of Qualifications:

I am a dynamic, resourceful teaching professional helping every student become intrinsically motivated to learn and create while supporting colleagues, parents, and administration in fostering an atmosphere of mutual respect and open communication. I am a self-driven leader with excellent communication and interpersonal skills who effectively collaborates with all staff members and establishes quality relationships with students.

Teaching Experience:

Classroom Teacher

Franklin D. Roosevelt Elementary
Nampa School District 131
1901 W. Roosevelt Avenue 468-4620
August 2008 to Present

- Hired as a ½ time kindergarten teacher and moved to full time 5th grade the day before school started and didn't miss a beat.
- Taught in 5th grade for 3 years and then moved to 2nd grade where I currently teach.
- Served on BAT (Building Administration Team) for 2 years
- Currently serving on our school's leadership team in charge of collaborating PLC development
- Hosted and mentored 4 Student Teachers my first five years as a 2nd grade teacher
- Serving as our school's Student Teacher Liaison coordinating and leading PLC's for our school's Student Teachers and their mentor teachers. I also coordinate their evaluations with our Principal and their university professors.
- Collaborate with my colleagues and recruit teammates and parents to help serve on our school's PTA

After School Teacher

Boys and Girls Club of Nampa, Idaho
316 Stampede Dr Nampa, ID 83687 461-7203
January 2003 to May 2003

- Spearheaded volunteer program to fulfill the need for students requiring additional academic assistance outside the classroom.
- Successfully recruited more than thirty students for after school tutoring.
- Created fun learning methods that helped the students increase their test scores in all core subjects as well as assist students in completing missing assignments.
- Planned, controlled and directed the overall activities for this program which included management of staff and volunteers, team-building, shared decision making and creating a safe, respectful, learning environment.

Homebound Tutor

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Nampa School District, Idaho

Elaine Keogh

September 2002 to June 2003

- Acted as a liaison between the school, including teachers and counselors, and the students.
- Collaborated with in-school teachers and counselors to identify student's individualism and adapted curriculum to accommodate different learning styles, maximizing student comprehension.
- Established comfortable, student-focused, two-way communication that empowered students to enjoy the learning process.
- Involved parents in the homebound program and established good communication with them.

After School Adventures

Head Teacher – Jefferson Elementary Site

Sharon Williams (208) 233-9770

250 N 5th Ave Pocatello, ID 83201-6278

September 1993 to June 1996

- Commended and promoted as the first and only non-certified Head Teacher hired by After School Adventures.
- Responsible for executing weekly curriculum goals and tutoring to a class of twenty-five students grades K-6th.
- Maintained productive learning environment by stating classroom rules, holding students accountable for their decisions, and implementing consistent and fair consequences.
- Supervised two assistant teachers in their duties.

Summer Explorer's Day Camp

Pocatello, Idaho - June 1993 to August 1998

Owner, Operator, Program Developer and Lead Teacher

Professional Reference to corroborate: Sharon Williams (208) 233-9770

- Recognized the need for an appropriate summer educational-based day camp in the community.
- Designed and created "Summer Explorer's Day Camp" for the community of Pocatello.
- Coordinated community field trips, physical education activities, curriculum for summer learning, arts and crafts, nutritional snacks, as well as summer tutoring.
- Planned numerous activities, including theater, interactive museum sessions, safety programs with the fire and police departments, tours of local historical and geographical sites, and coordinated transportation for all of these activities for 20-30 students.

Education and Certification

B.A. in Elementary Education, Idaho State University – 1996

Endorsement in Reading for grades K-12, Idaho State University

I also received a science component as part of my undergraduate studies.

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Professional Development And References

As my transcripts will show, I have continued to seek professional development in a variety of relevant areas, including early childhood conferences, reading comprehension, and environmental education.

In addition to professional pursuits, I have remained involved with the education of children in a variety of community volunteer positions including serving as a youth teacher of children ages 18 months to 12 years old in my church for 10 years. Later I served as a president of our children's Sunday school curriculum where I oversaw the placement and filling of over 50 positions within the organization.

I have served as president, counselor, or secretary to the president of this organization for over 12 years. I have also had the privilege of being a Den leader in Pack 226 over the Wolves for 6 months as well as serving as a community representative on the Bigfoot Council of the Boy Scouts of America for over a year.

I volunteered for 7 years while my children attended Roosevelt Elementary in many capacities. I helped where needed in my sons' classrooms and I taught a simple art history lesson in my son's 1st grade classroom.

I organized and taught in a preschool co-op in my neighborhood which ran for the four years my sons needed preschool. I researched and coordinated the curriculum, the teaching schedule, and the field trips for all families involved.

I love teaching. I love teaching all ages of students and feel my strengths include inspiring children to love learning, and helping children realize their potential as learners.

I served as the President of our PTA for over 7 years. In that capacity, I helped organize our school carnivals, open houses, coordinated volunteers, worked with the staff and parents to spearhead fundraisers and awards assemblies. I still serve on the PTA as a liaison between the teachers and the community parents and help with volunteer efforts, fundraisers, and parent involvement events every year.

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Standard Certified Narrative

1)

A visitor to my classroom would be able to observe me teaching my students in a variety of ways. I would employ group teaching to large and small groups throughout the day in order to best assess learning, and check comprehension of the subjects. Some subjects would require more individualized instruction and others would allow larger groups or even peer tutoring. Each student is unique and would require me to be flexible in my methodology.

2)

I understand well that a structured classroom and clear routine allow a student to feel comfortable and safe in my classroom. This is why I would follow a predictable routine for each subject each day as well as providing consistent ways for students to communicate their needs to me as their teacher. The physical arrangement of the classroom also needs to be neat and tidy and be easily understood by all students. When children are welcomed into a classroom with these characteristics, a majority of discipline problems can be avoided and greater learning can take place.

3)

Diverse learners in my classroom will appreciate my approach to teaching. I employ a variety of teaching methods such as, peer tutoring, large and small group instruction, as well as, when a new concept is introduced, it is introduced in a variety of methods to engage a learner's kinesthetic, auditory, tactile, and visual style. For all subjects, a wide range of methods are employed.

4)

As a new teacher, the teaching practices I would develop for high student achievement would include ways to incorporate music and poems for subject transitions, hands on methods for as many lessons as possible, kindness, politeness, and warm communication to develop mutual respect between my students and myself, as well as each other.

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Pupil Personnel Narrative

1)

My present professional duties include the care and nurturing of my Husband and three sons. It also includes many volunteer hours at my children's school (Roosevelt Elementary), and our church. If I were observed in my present professional duties, the observer might indicate that there is a level of structure and organization, that I love what I do, and I find ways to make my more unpleasant tasks more enjoyable for myself and my "co-workers." Someone might observe that although the many responsibilities sometimes seem overwhelming and can take their toll, I have learned to prioritize and I strive to find joy and satisfaction in everything I do. I love my current position, and have found my professional training as teacher is applicable in an infinite number of ways.

2)

I believe the single most important issue facing school age children today is a lack of a stable home environment. Although many students come to school with their physical and emotional needs met, far too many arrive to school without feeling that they **belong** anywhere. In my experience, I've seen too many parents who are not aware of their children's need to come first in their life. When children are the priority and their learning is supported from home, they are able to see why school is important and they can be more driven to contribute to their classroom in a positive way. As teachers, we are often required to supplement this feeling of priority in order to meet the individual needs of a child who is no one's priority. Teachers can develop relationships with students that will help them reach their potential, and inspire them to achieve, if the teacher is willing to be in tune with and appreciate the individual needs and circumstances of each student.

3)

The climate in my current work setting as "Domestic Engineer" is vastly different each day, similar to that of a teacher's classroom. Depending upon the season and the mood of my "clientele," I am required to remain positive and inspiring under diverse circumstances. Some days, happiness and fulfillment find me, and life is great; some days, I must seek diligently after that same happiness and fulfillment. It is on these days that interestingly enough, there is an even greater sense of accomplishment and satisfaction. I can't imagine that the classroom environment with its many variables would be much different.

4)

I believe that one of the most important roles I fill in an elementary classroom is that of a Learning Mentor to my students. As a Learning Mentor, I pattern enthusiasm for learning, that learning is lifelong, exciting, and achievable. Everyone who wants to exercise the muscle that is the brain can, and will, learn. Children who understand that they can change their brain by working hard, and working efficiently, will arrive at the conclusion that each one of us is "smart."

Another equally important roll that I fill as a teacher is to model kindness and respect. Children who have a daily model of kind, respectful language and behavior are able to function more comfortably in the classroom and in society. It is not difficult to speak to students with an even, kind tone, and say those polite phrases of please, and thank you.

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Jeanette A. Mayes

1855 W. Creek Court Nampa, ID 83686
(208) 467-2812 jmayes_30@q.com

May 22, 2008

To Whom It May Concern:

Enclosed is my application for employment to the Nampa School District.

I am specifically applying for the position of half time Kindergarten Teacher at Roosevelt Elementary.

My school transcripts have either already arrived in your hands, or on their way. You should receive them from Idaho State University, Northwest Nazarene University, and Brigham Young University. My Student Teaching File is also on its way from ISU.

Thank you for your time and consideration,

Jeanette A. Mayes

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CURRICULUM VITA

LORI ELLIOTT RAVÉT

3580 COUNTRY CLUB DRIVE
LEWISTON, ID 83501

PHONE: (208) 305-1278
EMAIL: LRAVET@LAPWAI.ORG

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**LORI ELLIOTT RAVÉT
3580 COUNTRY CLUB DRIVE
LEWISTON, ID 83501**

PHONE: (208) 305-1278

EMAIL: LRAVET@LAPWAI.ORG

EDUCATION

University of Idaho, Moscow, Idaho
2004-2005
Education Specialist (Ed.S.)
School Psychology

University of Idaho, Moscow, Idaho
2002-2004
Masters of Education (M.Ed.)
Counseling and Human Services

Lewis-Clark State College, Lewiston, Idaho
2000-2002
Bachelors of Science (B.S.)
Psychology (magna cum laude)

IDAHO EDUCATION CREDENTIALS

ADMINISTOR/DIRECTOR OF SPECIAL EDUCATION

SCHOOL PSYCHOLOGIST

SCHOOL COUNSELOR K/12

EXPERIENCE

Special Education Director/School Psychologist
Lapwai School District
Lapwai, Idaho
August 2010—present

Elementary School Counselor/School Psychologist
Lapwai School District
Lapwai, Idaho
August 2004—August 2010

Adjunct Instructor
Lewis-Clark State College
Social Sciences Division

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Lewiston, Idaho
January 2005—June 2011

Wrap-Around Treatment and Intervention Specialist for Children with Severe Emotional Disturbance (Developmental Preschool through 12th Grade)
Lapwai School District
Lapwai, Idaho
August 2005—August 2009

Temporary Lecturer
University of Idaho
College of Education, Counseling & School Psychology
Moscow, Idaho
January 2007—May 2008

NON-ACADEMIC EXPERIENCE

Psychosocial Rehabilitation Counselor (Joint School District No. 171)
Orofino, Idaho
January 2003—July 2004

- ◆ Provided psychosocial counseling in accordance with the goals and objectives specified on the IEP for preschool—12th grade children identified as severely emotionally disturbed and/or conduct disordered
- ◆ Provided ongoing assessment, evaluation and feedback sessions, including one hundred twenty (120) day reviews, to identify symptoms and behaviors and to develop interventions
- ◆ Implemented individual interventions in social skills training to improve communication skills and facilitate appropriate interpersonal behavior directly related to the student's emotional disturbance
- ◆ Facilitated communication and interpersonal skills groups, the goals of which were to improve communication skills and appropriate interpersonal behaviors
- ◆ Assisted in developing support systems and planning interventions with students' teachers, employers, and family members

Director/Owner/Operator (Best Friends Therapeutic Group Home)
Sitka, Alaska
July 1994—December 1999

- ◆ Provided therapeutic daycare services for children enrolled in the Sitka Tribe of Alaska (Tlingit)
- ◆ Trained parents on child development and behavior management techniques
- ◆ Administrated funding resources from Medicaid, Sitka Tribe of Alaska, and Alaska State Daycare Subsidies

Therapeutic Foster Parent (Alaska Division of Family & Youth Services)
Sitka, Alaska
July 1993—June 1994

- ◆ Maintained Medicaid-billable contract and provided residential care encompassing 24-hour supportive and protective services for a 4-year-old boy with multiple handicaps (i.e. deaf, blind, severe cleft palate, crippled, cognitively impaired, etc.)

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- ◆ Provided respiratory support, chest physiotherapy, gastrostomy tube feedings, medication administration, and range of motion therapy
- ◆ Maintained Foster Care and Specialized Residential Care license
- ◆ Collaborated with the Baranof Elementary Developmental Preschool to prepare and implement child's IEP

Fort McNair Post Chapel, Non-Commissioned Officer in Charge
Military District of Washington, (United States Army)
Washington, DC
November 1991—June 1993

- ◆ Conducted crisis-intervention and sexual assault recovery counseling
- ◆ Performed triage assessment on soldiers requesting assistance and counseling
- ◆ Prepared and conducted substance abuse prevention classes educating soldiers about the causes, dynamics, and characteristics of alcohol abuse
- ◆ Responsible for the physical safety of Fort McNair Chapel Unit Ministry Team Chaplain during Desert Storm as his personal bodyguard

Chaplain Assistant, Headquarters VII Corps (United States Army)
Stuttgart, Germany
October, 1989—November, 1991

- ◆ Automated all administrative work
- ◆ Responsible for supervising and maintaining \$50,000 chapel fund; served as liaison between enlisted soldiers and Kelley Barracks Chaplain
- ◆ Trained co-workers (soldiers and civilians) in computer administration and correspondence
- ◆ Responsible for the physical safety of the Kelley Barracks Post Chaplain as his personal bodyguard

COURSES TAUGHT

Instructor:

- ◆ Ethical Principals/Counseling, PSYC 442/ADS 442, Lewis-Clark State College, Fall 2008
- ◆ Developmental Psychology, PSYC-205, Lewis-Clark State College, Spring 2005—present
- ◆ School Based Interventions, CASP 516, University of Idaho, Spring 2007 & 2009
- ◆ Ethics for Counselors/School Psychologists, CASP 502, University of Idaho, Fall 2007
- ◆ Crisis Assessment and Prevention, CASP 502, University of Idaho Fall 2007
- ◆ School Psychology Program Evaluation, CASP 502, University of Idaho Fall 2007
- ◆ Group Counseling Lab, CASP 518, University of Idaho, Fall 2007
- ◆ School Counseling/School Psychology Practicum, CASP 597, Fall 2007
- ◆ Advanced School Counseling/School Psychology Practicum, CASP 597, Spring 2008

Online Course Developer, Facilitator & Instructor:

- ◆ Biological Psychology, PSYC 226-60/SW 226-60, Lewis-Clark State College, Fall 2009
- ◆ Developmental Psychology, PSYC-205-60 (WebCT & Blackboard), Lewis-Clark State College, Fall 2006—Spring 2011
- ◆ Abnormal Psychology, PSYC-305-60 (WebCT & Blackboard), Lewis-Clark State College, Spring 2006—Spring 2011
- ◆ Introduction to Psychology, PSYC-101-60 (WebCT & Blackboard), Lewis-Clark State College, Fall 2006—Spring 2011

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PRESENTATIONS

Suicide Assessment and Intervention for Children with Severe Emotional Disturbance, Second Judicial Court Appointed Special Advocate (CASA) Services, September 2008, Lewiston, Idaho

Providing Effective Guardian Ad Litem Advocacy Services for Children with Severe Emotional Disturbance, Second Judicial Court Appointed Special Advocate (CASA) Services, June 2008, Lewiston, Idaho

Classroom Interventions for Behavioral and Emotional Difficulties of Children with Severe Emotional Disturbance, Mountainview School District, July 2007, Moscow, Idaho

Assessment, Intervention, and Treatment for Children and Adolescents who Self-Mutilate, Nimipuu Behavioral Health, November 2006, Lapwai, Idaho

1-2-3 Magic, Effective Discipline for Children 2-12, Title I, After School Program, Parent Presentation, October 2006, Lapwai, Idaho

The Circle of Courage as a Parenting Program for Native American Families, Title I and After School Program, Parent/Teacher Presentation, October 2006, Lapwai, Idaho

The Developmental Origins of Reactive Attachment Disorder, Second Judicial Court Appointed Special Advocate (CASA) Services, July 2006, Lewiston, Idaho

Circle of Writing, Adapting the 4-Square Writing Method for the Diverse Needs of Native American Students, October, 2004, Lapwai School District, Lapwai, Idaho

The Use of the Medicine Wheel as a Comprehensive Model of Developmental Counseling Within School Systems: Invited Presentation to the Idaho State Association of School Counselors and School Psychologists Annual Conference, March, 2005

HONOR AND AWARDS

UNIVERSITY OF IDAHO AWARD OF EXCELLENCE, FALL 2004, UNIVERSITY OF IDAHO,
MOSCOW, IDAHO

IDAHO SCHOOL PSYCHOLOGY SCHOLARSHIP AWARD, FALL 2003, UNIVERSITY OF IDAHO,
MOSCOW, IDAHO

BEULAH L. MARTIN SCHOLARSHIP, FALL 2002, UNIVERSITY OF IDAHO, MOSCOW, IDAHO

NATIONAL DEFENSE SERVICE MEDAL (WAR TIME SERVICE/DESERT STORM)

ARMY COMMENDATION MEDAL (1ST OAK LEAF CLUSTER)

ARMY GOOD CONDUCT MEDAL

NON COMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT RIBBON

OVERSEAS SERVICE RIBBON

ARMY SERVICE RIBBON

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COMMUNITY SERVICE

Tribal Youth Program Advisory Board

Member

May 2012—Present

Nez Perce Tribal Child Protection Team, Lewiston, Idaho

Member

August 2004—Present

Social Emotional Development Alliance, Idaho Children's Mental Health Services, Lewiston, Idaho

Member

July 2006—July 2008

Latah County Child Abuse Task Force, Moscow, Idaho

Member

September 2003—June 2004

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Mrs. Betty Turner

9798 W. Red Berry Court, Boise, ID 83709
208-376-2919/ cell 208-340-7095/work 208-854-4661
[bettaturner@q.com](mailto:bettyaturner@q.com)/Betty.Turner@BoiseSchools.org

Professional Summary

My goal as a professional educator is to be a life long learner as well as to teach my students to also become life long learners. Another goal I have as an educator is to work with integrity and honesty. I am seeking a position as a representative on the Professional Standards Commission because I want to broaden my experiences and I believe I have something to offer this committee.

Experience

Collister Elementary School
4426 W. Catalpa Dr.
Boise, ID 83703
208-854-4650

August, 2009-present Highly gifted 1st-2nd grade
Positions held: Social Committee Chair, Look to Learn committee, Wise Tool Committee, PTO representative

Horizon Elementary School
710 Mitchell
Boise, ID 83704
854-5170

August 2003-June, 2009
I created and piloted a fulltime gifted classroom for K-3.
Positions held: Collaborated with grades 1-3 weekly, Represented GATE on Problem Solving Team, Leadership Team, District Gifted Teachers Committees

Boise Public School District
1990-2003 Substitute Teacher Pre K-6

Education

Nebraska Wesleyan University, Lincoln, Ne May, 1979
Bachelor of Science in Elementary Education

Graduate Level Classes taken at BSU, NNU, U of I, Lewis-Clark, NIC, Whitworth College

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Exhibit J

Date submitted _____

APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION

Name Betty Turner School Collister
Home Address 9798 W Red Berry Ct. Sch. Address 4426 W. Catalpa Dr.
City Boise Zip Code 83709 City Boise Zip 83703
Home Ph. 376-2919 Sch. Ph. 854-4650
E-mail Address bcthyaturner@q.com Betty.Turner@BoiseSchools.org
PSC Position applied for: (a) classroom teacher
(check one) (b) special education teacher
(c) pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
<u>Elementary</u>	<u>August, 2018</u>
<u>Gifted and Talented</u>	

Education Background [Degrees and places obtained]

Degree	School
<u>BS in Elem. Educ.</u>	<u>Nebraska Wesleyan Univ</u>
<u>Various graduate courses at</u>	<u>Lincoln, NE</u>
<u>BSU, NNU, UofT, Lewis-Clark,</u>	
<u>NIC, Whitworth College</u>	

Professional Experience [Date, place and position]

Date	Place	Position
<u>Aug. 2003 - June²⁰⁰⁹</u>	<u>Horizon</u>	<u>K-3 full time gifted classroom</u>
<u>Aug. 2009 to present</u>	<u>Collister</u>	<u>1-2 Highly Gifted Classroom</u>
<u>(Jan. 1990 - Aug. 2003)</u>	<u>substitute in Boise School District</u>	<u>K-6</u>) <u>(over)</u>

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**Professional Associations and related activities other than IEA/NEA
(including offices)**

ITAB/SAGE

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Vineyard Boise small group leader, Bible School

Redeemer Lutheran Education Director

American Red Cross Labor & Delivery teacher

Volunteer at Monroe, Jackson, Horizon

OTE patron volunteer at Horizon for 9 years

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES NO .

Applicant's signature

Betty A. Turner

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Please keep file active
1 yr. 2 yr. NO .

1/07

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**STATE DEPARTMENT OF EDUCATION
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TOPHER WALLAERT

890 W 9th S
Mountain Home, ID 83647

805-441-5003
Twallaert83@gmail.com

ELEMENTARY TEACHER

Dynamic and enthusiastic team player with

Creative Instructional Strategies • Exceptional Management skills • Positive Work Philosophy

KEY QUALIFICATIONS

- ♦ Creates positive relationships with students and colleagues
- ♦ Effective classroom management
- ♦ Leader and manager of youth and volunteer groups
- ♦ Proficient knowledge and experience with technology
- ♦ Successful experience in a multitude of environments
- ♦ Group and individual learning
- ♦ Applies employer expectations
- ♦ Enthusiastic team player and colleague

"Topher is enthusiastic about life....personable and approachable. He treats his students with respect and develops a rapport with them easily and quickly."

Vicki Abbate, University Supervisor

"Topher has done a great job... preparing engaging lessons that meet the diverse needs of all learners."

Tim Hayes, 6th Grade Cooperating Teacher

"He has an almost innate understanding of what makes students and colleagues 'tick.'"

Dr. Deborah J. Miller, Ed.D, Teacher Education Program Director

EDUCATION

Master of Arts in Teaching/Education
Multnomah University, Portland OR

May 2011

- ♦ Completed two authorization levels: Elementary and Middle Level Math with a GPA of 3.77.
- ♦ Received Oregon State Elementary Certification in July 2011.
- ♦ Received Idaho State Elementary (K-8) Certification in August 2011.
- ♦ Received MTI Certification July of 2012.
- ♦ Received GLAD Certification April of 2013.

Bachelor of Arts in Bible and Theology
Multnomah University, Portland OR

December 2008

- ♦ Minor in Pastoral Ministry.

Associate of Arts in General Education
Mt. Hood Community College, Gresham OR

June 2006

TEACHING EXPERIENCE

5th Grade Teacher

Hacker Middle School, Mountain Home, Idaho

2012-Current

- ♦ Affectionately taught 5th grade upholding state standards
- ♦ Responsible for all instructional activities which includes:
 - Planning and teaching lessons according to state standards
 - Grading student work and giving feedback
 - Tracking student's academic levels
 - Designing and administering assessments
 - Differentiating lessons for students

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(continued)

TOPHER WALLAERT

Page 2

-
- ♦ Successfully manages a class with 32 students
 - ♦ Successfully coordinate and manage a monthly Movie Night which included the students and their families from my classroom
 - ♦ Team lead for Common Core State Standards
 - ♦ Coached JV Volleyball and JV Softball (2012-2015)
 - ♦ Designed and implemented a Community Service Project during the 2013/2014 school year
 - ♦ Member of the MHEA bargaining team
-

4th and 5th Grade Combo Teacher

Meadows Valley School, New Meadows, Idaho

2011-2012

- ♦ Affectively taught 4th and 5th grade upholding to state standards
 - ♦ Responsible for all instructional activities which included:
 - Planning and teaching lessons according to state standards
 - Grading student work
 - Tracking student's level of academics
 - Designing and administering assessments for all classes
 - Differentiating lessons for students
 - ♦ Successfully coordinated and managed a Homework Club for both grades
 - ♦ Successfully managed a class with 23 students
 - ♦ Coached JV Volleyball
-

Volunteer Firefighter

Mountain Home, Idaho

2012-Current

- ♦ Completed 140+ hours of training
- ♦ Certified as Fire Fighter 1
- ♦ Attends business meetings and trainings 3 times a month
- ♦ Work with 32 other fellow firefighters

Youth Leader / Teacher

Mountain Home Church of the Nazarene, Mountain Home ID

2014-Current

- ♦ Prepare lessons, teach every week, maintain classroom control

OTHER SKILLS

Computer and Technology

- ♦ Windows and MAC OS, as well as Apple and Microsoft Office Applications
- ♦ Smartboard Technology

REFERENCES

- | | | |
|-------------------|----------------|--------------|
| ♦ Terri Sanders | Fellow Teacher | 208-409-9470 |
| ♦ Lonnie Smith | Administrator | 208-867-7933 |
| ♦ Alan Bermensolo | Fire Chief | 208-590-0105 |

**STATE DEPARTMENT OF EDUCATION
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To the Idaho Education Association Board of Directors:

C. S. Lewis once said, "The task of the modern educator is not to cut down jungles, but to irrigate deserts." Students are valuable, and without proper help, guidance, and care, a thriving student can become an empty desert. As an educator, my job is to ensure the continual growth of flourishing students, but also cultivate the students that have lost their passion and desire to learn. Students are valuable and are an important, significant piece to our world. Without love and guidance, a valuable piece of our world will be lost.

My passion as a teacher doesn't come from lesson planning, summer break, or a paycheck. My passion comes from the 32+ students that fill my classroom. I want my students to make mistakes, learn from them, and better themselves every day. I want my students to be academically, emotionally, and socially secure. I want them to be okay with being "themselves." I want my students to learn hard work, responsibility, respect, accountability, and integrity. I want my students to learn that their actions dictate their character, and that their character is determined by their choices. I want them to see the value that they have in this world, and that every one of them have something to offer. I want them to embrace diversity, and accept others for their differences. I want to see my students rise above hardship and choose to succeed in every situation. I want them to know that they are loved and cherished.

Every classroom should be driven by the success of the student. One way this must take place is through the professionalism within the educational community. Teachers and administrators need to be held accountable for their actions and choices inside and outside of the learning community. This is not always an easy task, and many times can be difficult to adhere to. However, it is the students that we need to protect. Without safe, encouraging, and proper educators in the classroom, students will never be able to reach their full potential in the classroom. Respectful educators are the guiding force behind a rewarding education. Because of this, educators need to be held to proper standards and accountability.

Our character is determined by our actions, and our actions are driven by our choices. Accountability and responsibility need to be the driving force behind every professional educator. I would like the opportunity to serve on the Professional Standards Commission in order to ensure that students are receiving a safe and rewarding education. The classroom needs to be the environment in which students are encouraged to explore, research, navigate, and inquire about the world around them. How can we best take care of the lush gardens, but also cultivate the dry deserts if we don't have educators who are not held accountable for the choices they make?

Sincerely,

Kristopher Wallaert

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Exhibit J

Date submitted 2-2016

APPLICATION FOR PROFESSIONAL STANDARDS COMMISSION

Name Kristopher "Topher" Wallaert School Hacker Middle School
Home Address 890 W 9th S Sch. Address _____
City Mtn. Home Zip Code 83647 City Mtn. Home Zip 83647
Home Ph. 805-441-5003 Sch. Ph. _____
E-mail Address Wallaert_kk@mtnhomesd.org

PSC Position applied for: (check one)

- (a) Secondary classroom teacher (b) Elementary classroom teacher
(c) Special education teacher (c) Pupil personnel services
(d) Exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
<u>Idaho State Elementary K-8</u>	<u>2019</u>
<u>MTI Certification</u>	<u>—</u>
<u>GIAD Certification</u>	<u>—</u>

Education Background [Degrees and places obtained]

Degree	School
<u>Masters of Arts in Teaching</u>	<u>Multnomah University</u>
<u>B.A. in Bible and Theology</u>	<u>Multnomah University</u>

Professional Experience [Date, place and position]

Date	Place	Position
<u>2012 - Current</u>	<u>Mtn. Home SD</u>	<u>5th grade teacher</u>
<u>2011 - 2012</u>	<u>New Meadows SD</u>	<u>4th + 5th grade combo. teacher</u>

(over)

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Professional Associations and related activities other than IEA/NEA (including offices)

MHEA Bargaining team member

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Volunteer firefighter

Sunday School teacher (5th-6th)

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES NO

Applicant's signature

Please attach resume, three (3) references, and statement of commitment to the profession.

Please keep file active

1 yr ____ 2 yr. ____ NO ____.

1/07

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SUBJECT

Every Student Succeeds Act Consolidated State Plan

REFERENCE

December 2015	The Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
February 2016	The Board received an overview of the Every Student Succeeds Act by Title and the Board's responsibilities as the State Educational Agency.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
April 2016	Board received an update on the work of the Board's Teacher Pipeline Workgroup and preliminary recommendation for developing and supporting effective teachers in Idaho.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA.
Accountability Oversight Committee
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaces the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind (NCLB) expired in 2014.

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ESSA requires each state to submit a consolidated plan to the USDOE to reapply to federal education funds and explain to the USDOE how the state will be in compliance with ESSA. The first deadline for plan submission was April 2017, and the second deadline is September 2017. The USDOE will inform states whether their plan is approved 120 days after submission. Idaho will submit its consolidated plan for the September deadline.

The required components of Idaho's consolidated plan have gone through several changes as Obama-era regulatory guidance were finalized and then pulled back by the Trump administration, which has also released new guidance to states.

The State Department of Education brought the draft consolidated plan to the State Board of Education for preliminary discussion in June. In July, the department continued to seek public input through a final public comment period. During this time, the Department continued to receive feedback from the U.S. Department of Education and monitored how plans submitted by other states were assessed by federal peer reviewers and U.S. Department of Education (USDOE) staff. These discussions led to several substantive changes in Idaho's final plan.

IMPACT

Idaho's consolidated plan must be approved by USDOE in order for Idaho to receive approximately \$82 million from the federal government to support public K-12 education.

ATTACHMENTS

Attachment 1 - Every Student Succeeds Act Consolidated State Plan Page 1

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States may submit individual plans for each Title contained in the law or they may submit a single consolidated plan. Idaho, like most states, have chosen a single consolidated plant.

Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required. While the most recent consolidated state plan template provide by the US Department of Education

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removes the section that required states explain how stakeholders were worked with to develop the plan, the requirements in federal law remain the same. The language in the act itself still requires consultation and stakeholder engage. In response to feedback received from stakeholders just prior to the June 2017 Board meeting, the Planning, Policy and Governmental Affairs Committee convened two stakeholder meetings to go through each section of the plan. Department of Education staff fully participated in the meetings and were provided with input for changes to the plan from the group. At the time of agenda production Board staff have not had the opportunity to review the final consolidated state plan submitted for consideration.

BOARD ACTION

I move to approve Idaho's Every Student Succeeds Act Consolidated State Plan and to authorize the State Superintendent of Public Instruction to submit the plan to the U.S. Department of Education on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho's Consolidated State Plan

Final Draft Publish Date: July 24, 2017

6th Draft Publish Date: June 30, 2017

5th Draft Publish Date: May 25, 2017

4th Draft Publish Date: April 27, 2017

3rd Draft Publish Date: January 13, 2017

2nd Draft Publish Date: November 16, 2016

1st Draft Publish Date: November 1, 2016

For further documentation, visit <http://www.sde.idaho.gov/topics/consolidated-plan/>

Idaho Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

July 24, 2017

Final Draft

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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix C.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

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Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

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Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Sherri Ybarra, State Superintendent of Public Instruction Dr. Linda Clark, President, Idaho State Board of Education	Telephone: (208) 332-6815 (208) 334-2270
Mailing Address: Idaho Department of Education PO Box 83720 Boise ID 83720	Email Address: sybarra@sde.idaho.gov clarklindaid@gmail.com
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Superintendent Sherri Ybarra	Telephone: 208.332.6815
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

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Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)²
2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 Yes
 No
 - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
 Yes
 No
 - iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.
Not applicable.
3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):
 - i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

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Idaho's definition for languages other than English that are present to a significant extent in the participating student population, is a language spoken by 5% or more of all students, or 20% or more of English Learners.

Over 150 different language and dialects are native to Idaho students. To identify specific languages other than English that are present to a significant extent, we referenced our data from the SY1516 Consolidated State Performance Report, which captures the top five (5) commonly spoken languages shown in Table 1 below.

Table 1: Idaho's English Learner populations

Language	# of EL Students
Spanish	11,124
Arabic	389
Swahili	196
Somali	148
Chinese	133

Spanish is the most predominant language, representing nearly 80% of our English Language learners, and just under 7% of our students in tested grade levels.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Currently the Idaho Standards Achievement Test (ISAT) in Science is offered in both English and Spanish. The statewide mathematics assessment, developed by Smarter Balanced, is offered in a Spanish/English stacked translation format. Neither the ISAT English Language Arts by Smarter Balanced or the English Language Proficiency Assessment developed by WIDA, are offered in translated versions because English language is a critical component of the measured constructs of these two required statewide assessments.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Idaho Statewide assessment.

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

- The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
- A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
- As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

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4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

- i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho's accountability system, all required historically underperforming subgroups are included in both federal reporting, as well as comprehensive and targeted school identifications.

- Economically disadvantaged are students with a free or reduced-price lunch status.
- English learners are those who have not yet tested as English proficient.
- Minority students include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Hispanic or Latino.
- Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

Not applicable.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

- Yes
 No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

- ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students required for the all-students group to be included for accountability is $N \geq 20$. Previously, Idaho used $N \geq 25$, however after Idaho's Data Management Council (DMC) changed its policy to reduce the minimum number of students for reporting purposes from 10 to 5, the ISDE will reduce the minimum number of students for accountability purposes by a commensurate 5 students.

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The minimum number of students in each student group listed in section A(4)(i)(a) of this plan required to be included for accountability is $N \geq 10$. Idaho has many small rural or remote school districts with small student populations. Including student groups with 10 students or more for accountability purposes will allow Idaho to capture results for more student groups in the calculations for targeted support and improvement designation, which will benefit students in Idaho who are members of historically disadvantaged populations.

The minimum number of students required for graduation rate to be included for accountability is $N \geq 10$. Initially, ISDE proposed using the same N-size for graduation rate as is used for the all-students group. However, feedback from stakeholders indicated concern that $N \geq 20$ or 25 would leave too many high schools out of Idaho's school identification calculations for graduation rate. Further analysis revealed that moving from $N \geq 20$ to $N \geq 10$ included 27 additional high schools and 7 additional alternative high schools in Idaho's school improvement calculations for graduation rate. Including these additional schools will ensure that Idaho is able to support as many high schools with low graduation rates as possible. Because graduation rate addresses just one cohort of students and not multiple grade spans as achievement result do, ISDE believes it is appropriate to use $N \geq 10$ for graduation rate accountability.

Idaho rule IDAPA 08.02.03.112(5)(d)(i), describes the number of days students must be enrolled in school for accountability purposes: "A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students."

- b. Describe how the minimum number of students is statistically sound.

ISDE's analysis showed that the difference in the number of K-8 and high schools captured in Idaho's school identification system changed very little between $N \geq 25$, $N \geq 20$, and $N \geq 15$. However, as shown in Table 2 below, reducing Idaho's N from $N \geq 25$ to $N \geq 20$, commensurate with the DMC's reduction in minimum number of students required for reporting, results in more schools for which the all-students group met the N for all indicators in Idaho's school identification system (and can therefore be used for comprehensive support and improvement designation).

Table 2: Number of Title I schools included in identification system

	Schools meeting all students N in at least one indicator		Schools meeting all students N for all indicators	
	$N \geq 25$	$N \geq 20$	$N \geq 25$	$N \geq 20$
K-8 (351 total)	330	333	135	150
High schools (67 total)	61	64	5	7
Alternative high schools (19 total)	13	14	0	2

Using as many data points as possible for school identification increases the robustness of the methodology, and therefore creates a more statistically sound identification system.

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For student groups, using $N \geq 10$ is necessary because Idaho has many small schools with relatively few students in these groups. Moving from all students $N \geq 20$ to $N \geq 10$ does not result in a significant increase in the number of schools included in comprehensive support and improvement calculations (8 additional K-8 schools, 1 additional high school), yet greatly increases the variability in Idaho's school identification results. However, moving to $N \geq 10$ for student groups (aside from the all-students group) does allow the state to include many more of these populations, especially students with disabilities and English learners, for identification of targeted support and improvement schools as shown in Table 3 below.

Table 3: Number of Title I schools included in identification system

	Schools meeting student group N in at least one indicator			
	Students with Disabilities		English Learners	
	$N \geq 20$	$N \geq 10$	$N \geq 20$	$N \geq 10$
K-8 (351 total)	216	297	88	150
High schools (67 total)	17	41	1	7
Alternative high schools (19 total)	0	3	0	0

Using $N \geq 20$ does not enable Idaho to ensure that schools are accountable for results among these student groups, and therefore $N \geq 10$ is appropriate.

Similarly, Idaho's graduating students should themselves be considered a student group for accountability purposes because graduating cohorts are much smaller than the combination of all tested grades. For this reason, using a small N-size is warranted but should not impact the statistical propriety of Idaho's accountability results. Using $N \geq 10$ will require a high school fail to graduate 4 of 10 high school students in order to be identified for comprehensive support.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Idaho solicited feedback on the state's minimum N-size for accountability purposes through our online feedback opportunities as well as our in-person feedback forums, which were attended by education stakeholders of all types. Minimum N-size was brought up specifically to understand whether stakeholders had concerns about continuing to use the N-size as determined under the waiver.

Initially, the feedback that the ISDE received indicated that the existing $N \geq 25$ size was satisfactory. However, recent feedback from Idaho's legislators has emphasized the importance for ensuring that Idaho maximizes small schools' opportunities to receive support under the state's school identification system. In order to include more schools and student groups for accountability and therefore include those schools in ISDE's system for school support, ISDE reevaluated the state's N-size methodology. Meanwhile, Idaho's DMC implemented a policy change, reducing the minimum number of students required for reporting purposes from 10 to 5. Based on this change, ISDE made a commensurate change in the minimum number of students for accountability. Nevertheless, there was still concern that an $N \geq 20$ did not capture enough small student groups and therefore data points

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would be removed from the state's school identification system. For this reason, the state will use N >= 10 for student groups aside from the all-students group.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133.

As part of this protection, the statute permits the release of student data in aggregate. It requires that "the minimum number of students shall be determined by the state board of education."

To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

DMC policy page 5 states:

Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of 5, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 5 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.

Performance of student groups that are too small to be included in school identification will still be reported on the state website and on the state report card so long as the cell size includes 5 or more students. Enrollment numbers and percentages will be displayed so long as there is at least one student within the subgroup.

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):

- a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

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must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goal for English/Language Art and Mathematics will be to reduce the percentage of non-proficient students by 33% over six years. "Proficient" means that a student has met or exceeded grade level standards in a specific subject as determined by performance on the associated assessment. Robust stakeholder feedback took place to set long-term goals for the state that achieve a balance of both ambitious and achievable. While several options were considered, the below long-term goals were agreed upon by all stakeholders due to the following:

- The goals result in closing achievement gaps, especially for student groups that currently show the lowest achievement.
- The target year – 6 years from 2017 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

Historical data analysis indicates that, had these goals been set in the 2015 school year, a substantial number of schools would have achieved their school-level goal in 2016.

Calculation:

Long-term goal = 33% x (100-previous year % proficient/advanced)

Interim progress goal = Difference between the long-term goal and the baseline / 6

Table 4: Mathematics baseline, long-term goals and interim targets

Mathematics	Baseline	Interim progress					Long-term goal
		2016	2017	2018	2019	2020	
All Students	41.6%	44.8%	48.0%	51.2%	54.4%	57.6%	60.8%
Economically Disadvantaged Students	30.3%	33.8%	37.3%	40.8%	44.3%	47.8%	51.3%
Students with Disabilities	15.2%	19.8%	24.4%	29.0%	33.6%	38.2%	42.8%
English Learners	7.1%	12.2%	17.3%	22.4%	27.5%	32.6%	37.7%
Minority Students*	25.8%	29.8%	33.8%	37.8%	41.8%	45.8%	49.8%

Table 5: English Language Arts/Literacy baseline, long-term goals and interim targets

ELA/Literacy	Baseline	Interim progress					Long-term goal
		2016	2017	2018	2019	2020	
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.0%	68.6%
Economically Disadvantaged Students	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.1%	33.8%	38.5%	43.2%
English Learners	6.9%	12.0%	17.1%	22.2%	27.3%	32.4%	37.5%
Minority Students*	37.4%	40.9%	45.4%	45.4%	49.9%	54.4%	58.9%

* Data for the minority subgroup will be further disaggregated for the purpose of reporting for American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, and Hispanic or Latino.

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2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Tables 4 and 5 above provides the interim progress goals towards meeting the state's long-term goals for academic achievement in English Language Arts/Literacy and Mathematics.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

By reducing the percentage of non-proficient students by one-third over the next six years, the students in subgroups whose baseline is farther behind the all-students group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for all student subgroups, using attainable targets.

- b. Graduation Rate. (*ESEA section 1111(c)(4)(A)(i)(I)(bb)*)

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The Idaho State Board of Education has established a goal that Idaho's 4-year cohort graduation rate will be 95% by 2023. In seeking to align the long-term goal to this established goal, the state will reduce non-graduates by 75% over six years.

The long-term goals are set for the state, districts, and schools and are based on graduation rates from the previous school year.

Calculation:

Long-term goal = 75% x (100 – previous year % proficient/advanced) + previous year % graduating

Interim progress goal = Difference between the long-term goal and the baseline / 6

Table 6: Graduation rate baseline, long-term goals and interim targets

Graduation rate	Baseline	Interim progress						Long-term goal
		2016	2017	2018	2019	2020	2021	
All Students	78.9%	81.2%	83.4%	85.7%	87.9%	90.2%	92.5%	
Economically Disadvantaged Students	72.0%	75.0%	78.0%	81.0%	84.0%	87.0%	90.0%	
Students with Disabilities	58.4%	62.9%	67.3%	71.8%	76.2%	80.7%	85.1%	
English Learners	72.3%	75.3%	78.2%	81.2%	84.2%	87.1%	90.1%	
Minority Students*	72.3%	75.3%	78.2%	81.2%	84.2%	87.1%	90.1%	

* Data for the minority subgroup will be further disaggregated for the purpose of reporting for American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, and Hispanic or Latino.

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2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The long-term goals for the extended graduation rate will be developed and reported for all high schools after Idaho establishes the reporting necessary to calculate extended cohort graduation rate.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

Interim progress goals in Appendix A.

Table 6 above provides the interim progress goals towards meeting the state's long-term goals for graduation rate.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students by 75% over six years, student groups with lower rates of graduating students will be required to increase the number of graduates at a faster rate in order to meet the state's goals.

- c. English Language Proficiency. (*ESEA section 1111(c)(4)(A)(ii)*)

Idaho establishes a student's English language proficiency level using WIDA's ACCESS Placement Test (W-APT). The student's results on this screener determine the level of English language proficiency. The date of the screener provides a baseline to track this information over time..

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

Idaho will reduce the number of English learners who are not making expected progress, as defined below, toward English proficiency by 33% in five years. This five-year long-term goal, ending in 2022, aligns with the long-term goals in academic achievement and graduation rate, with 2017 serving as the baseline. Because this goal is based on just one available year of historical data, it may be revised once additional data are available.

Table 7: English proficiency baseline, long-term goals and interim targets

Baseline	Interim progress					Long-term goal
2017	2018	2019	2020	2021	2022	
33.2%	36.9%	40.6%	44.3%	48.1%	51.8%	

Idaho's measure of expected progress is an increase of one performance level per year, up to Level 5. A student who starts at Level 1 is expected to reach Level 2 in his or her 2nd year, Level 3 in his or her 3rd year, and so on. Once a student reaches Level 5, he or she is considered proficient for the

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purposes of this calculation (*which is not the state's exit criteria*). Expected progress for a student at Level 5 or 6 is to maintain that level.

Table 8: Expect progress for English learners

Entry year performance	Year 2 performance	Year 3 performance	Year 4 performance	Year 5 performance
1	2	3	4	Proficient
2	3	4	Proficient	--
3	4	Proficient	--	--
4	Proficient	--	--	--
5 (Proficient)	--	--	--	--
6 (Proficient)	--	--	--	--

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Table 7 above provides the interim progress goals towards meeting the state's long-term goals for English Language proficiency.

iv. Indicators (ESEA section 1111(c)(4)(B))

Idaho's Accountability Framework (shown in Appendix B) was approved by the Legislature in 2017 and includes the full range of Idaho's structure for ensuring students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. All indicators in the Accountability Framework, which will all be publicly reported, reflect Idaho's state values and will further empower educators and families to make good decisions about their children.

School district, charter school district and public charter school accountability will be based on the multiple measures in the Accountability Framework aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state Accountability Framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education.

All measures within the Accountability Framework (Appendix B) will be publicly reported annually in Idaho's school report card to meaningfully differentiate schools as described in section A(4)(v) of this plan. The measures within the Accountability Framework that will be used as indicators for identifying Idaho's lowest performing schools for improvement as outlined in section A(4)(vi) of this plan are described in this section of the plan and are shown below.

School Category

- Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- Alternative High Schools

Academic Measures by School Category

K-8:

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- Idaho Standards Achievement Tests (ISAT) Proficiency and Growth.
- English Learners achieving English language proficiency.

High School:

- ISAT proficiency.
- English Learners achieving English language proficiency.
- Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

Alternative High School:

- ISAT proficiency.
- English learners achieving English language proficiency.
- Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

School Quality Measures by School Category

K-8:

- Satisfaction and Engagement survey administered to students in grades K-8.

High School:

- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Alternative High School:

- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Idaho's Academic Achievement Indicator is achievement on the statewide tests in Mathematics and English Language Arts/Literacy as defined in Table 7 below and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

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Table 9: Academic achievement indicators

Indicator	Measure	Description
Academic Achievement	Idaho Student Achievement Test (ISAT) 3–8 Mathematics	These measures represent the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic achievement is the actual, non-averaged achievement in that school year.
	ISAT 3–8 English Language arts (ELA)/Literacy	Schools are identified for comprehensive support every three years.
	ISAT High School Mathematics	
	ISAT High School ELA/Literacy	

Used for all schools in state: Both academic indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho's Accountability Framework.

Same calculation for all schools: The same calculation is used for all schools in the state for both academic indicators. This is further described in the process of annual meaningful differentiation methods later in this section.

Validity and reliability: Both academic indicators are calculated using statewide test scores in Mathematics and English Language Arts. The ISAT has met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

Based on long-term goals: Both academic indicators are aligned directly to Idaho's long-term goals.

Proficiency on statewide reading/language arts and mathematics assessments: Both academic indicators are based on the percentage of proficient students on these tests. Results from both tests will be weighted equally. Please see annual meaningful differentiation of schools methodology for further explanation.

Disaggregation: Each academic indicator can be disaggregated for each student group.

95% participation: Both academic indicators measure the performance of at least 95% of all students and 95% of all students in each student group, unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho's Other Academic Indicator is Academic Growth as defined in Table 8 below and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan. Separate growth measurements are also a component of the indicators discussed in sections c, d, and e. These measures are discussed in more detail in their individual sections and in our summary of the school identification process.

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Table 10: Other academic indicator

Indicator	Measure	Description
Academic Growth	Idaho Student Achievement Test (ISAT) 3–8 Mathematics	Academic growth on the ISAT will be measured by the difference in percentage of student scoring proficient or above in the current year of testing and either the percent proficient in the prior year (for schools with only two years of data), or the percent proficient two years in the past (for schools with three years of data or more).
	ISAT 3–8 English Language arts (ELA)/Literacy	
	ISAT High School Mathematics	
	ISAT High School ELA/Literacy	

Disaggregation: The other academic indicator can be disaggregated for each student group.

Validity and reliability: Idaho's analyses have shown the other academic indicator to be valid and reliable.

95% participation: The growth rate indicator measures the performance of at least 95% of all students and 95% of all students in each student group, unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan.

- c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Table 9 below describes Idaho's graduation rate indicators. Idaho uses the four-year adjusted cohort graduation rate for the graduation rate indicator, which follows federal guidelines. See section A(4)(v) for how the graduation rate indicator will be used for meaningful differentiation of schools. Idaho does not award a state-defined alternate diploma. Based on stakeholder feedback, Idaho is developing a five-year cohort graduation rate calculation.

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Table 11: Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reported ⁴ in the current school year. In the school identification system, graduation rate is the actual, non-averaged of the graduation rate in that school year. Schools are identified for comprehensive support every three years.
Graduation Rate Growth	The four-year cohort graduation rate	The difference between the percent of students reported graduating in the current year and the prior year (for schools with only two years of data), or the percent reporting graduating two years in the past (for schools with three years of data or more).

Used for all high schools in state: The graduation rate indicator is used for all high schools in the state.

Same calculation for all high schools: The same calculation is used for all schools in the state for the graduation rate indicator.

Based on long-term goals: The graduation rate indicator is aligned directly to Idaho's long-term goals.

Disaggregation: The graduation rate indicator can be disaggregated for each student group.

Validity and reliability: The federally-required four-year cohort graduation rate has been shown to be valid and reliable.

95% participation: The graduation rate indicator measures the performance of at least 95% of all students and 95% of all students in each student group, unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

The state has defined the English Language Proficiency as 5.0 composite proficiency level with 4.0 or higher on listening, speaking, reading, and writing. Idaho will use data from the 2017 Access 2.0 administration to define the progress for achieving English Language Proficiency.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any school quality or indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

⁴ Graduation rate lags by one school year.

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Table 12: School quality indicators

Indicator	School Category	Measure
School quality	K-8	Satisfaction and Engagement survey administered to students in grades K-8.
	High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
	Alternative High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
School Quality Growth	K-8	Difference in results from satisfaction and engagement survey administered to students in grades K-8 in comparative years of the school identification cycle.
	High School	Difference between percent of College and Career Ready students, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs, in comparative years of the school identification cycle.
	Alternative High School	Difference between percent of College and Career Ready students, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs, in comparative years of the school identification cycle.

Disaggregation: Each school quality indicator can be disaggregated for each student group.

95% participation: Because the school climate survey will be delivered through Idaho's assessment vendor during the statewide assessment, we expect at least 95% participation unless an LEA fails to meet the 95% required participation rate as described in section A(4)(vii) of this plan. All graduating students will be counted in the denominator for the college and career readiness indicator, meaning all students will be included in the results.

Validity and reliability: Administering the school climate survey through Idaho's assessment vendor will enable the collection of valid and reliable data. The college and career readiness indicator will be calculated for every student using data collected by the ISDE, State Board of Education, or the Idaho Division of Career and Technical Education (ICTE).

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and

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for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho will meaningfully differentiate all schools annually using the state's report card, which will show school progress on all indicators in the Accountability Framework (Appendix B) for which data are available.

A subset of these indicators will then be used every three years to determine schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, as required by law, as described in section A(4)(vi) of this plan. The indicators that will be used for school identification are indicated in section A(4)(iv) of this plan.

Idaho's philosophy is to create a system of annual meaningful differentiation that allows ISDE to identify schools for improvement only if they are both the lowest performing in the state and not improving. To lay the foundation for this approach, the system for annual meaningful differentiation will allow schools to be recognized for either achievement, growth in achievement, or both. Using the methodology in this plan, ISDE avoids two common challenges associated with school accountability:

Growth Ceiling Issue: Using Idaho's previous rating system, it was possible for very high-performing schools to receive low ratings due to lack of growth, despite there being little room available for progress.

Low Baseline Issue: Previously, even if schools were growing at a fast rate, they could receive poor ratings due to low baseline performance.

This system will incorporate achievement and growth for the five federally required indicators, all of which included in Idaho's Accountability Framework:

- Mathematics (statewide test)
- English Language Arts/Literacy (statewide test)
- Graduation Rate
- English Language Proficiency
- School Quality

ISDE will group schools by K-8, high school, and alternative high schools.

In Idaho rule, alternative high schools are defined as, "Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative high school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours."

Stakeholder feedback on school category approach has been positive. Representatives from alternative high schools felt strongly that alternative high schools and high schools should be treated the same in Idaho's accountability system – that the indicators used for school identification for high schools and alternative should be identical. Feedback also included a proposal to group schools using concentration of low-income students; however, ISDE will use the K-8, high school, and alternative

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high school groupings because Title I school identification itself applies only to schools with a high concentration of low-income students.

The steps below describe how hypothetical School X's performance results in annual meaningful differentiation in Idaho's school report card. The report card will note whether a school has been identified for improvement or not identified.

Step 1: For the first indicator, identify *Achievement* and *Growth* for School X.

School X math performance

Prior year(s) Proficient/Advanced	Current year Proficient/Advanced
55%	75%

Achievement is the percentage of students proficient or advanced.

School X's math *achievement* is 75.

Growth is the difference between the percent proficient or above in either the prior year (for schools with only two years of data) or two years in the past (for schools with three years of data or more). School X's math *Growth* is 75 minus 55, or 20.

Step 2: Determine rank of *Achievement* and *Growth* relative to all other public schools in the state.

	Achievement	Rank
School P	99	1
School F	98	2
School AA	96	3
School S	94	4
	•	•
	•	•
School X	75	197
	•	•
	•	•
School G	32	378

School X's math *Achievement* was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower *Achievement* than School X and 196 that have higher *Achievement* than School X.

	Growth	Rank
School T	22	1
School X	20	2
School C	12	3
School L	11	4
	•	•
	•	•
	•	•
School P	0	378

School X's math *Growth* was higher than all schools but one in the state, ranking second in *Growth*.

There are 376 schools with lower *Growth* than School X.

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Step 3: Calculate percentile for *Achievement* and *Growth*.

The percentile is a simple calculation: divide the number of schools below School X by the total number of public schools in the state. This number is then multiplied by 100. This calculation reveals the percent of schools in the state that fall below School X in *Achievement* and *Growth*.

Achievement percentile

$$\frac{\text{Number of schools below School X (181)}}{\text{Total number of schools (378)}} * 100 = \mathbf{48}$$

48 percent of schools in the state fall below School X in *Achievement*.

Growth percentile

$$\frac{\text{Number of schools below School X (376)}}{\text{Total number of schools (378)}} * 100 = \mathbf{99}$$

99 percent of schools in the state fall below School X in *Growth*.

This calculation will be repeated for all indicators and for all student subgroups. The results of these percentile calculations will be displayed in the school report card, allowing viewers to see both achievement and growth for each indicator at each school.

- b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

For the purposes of annual meaningful differentiation on the school report card, each indicator will be reported on its own and without weighting or combining to allow for maximum transparency.

When identifying comprehensive and targeted support and improvement schools as described below, ISDE will apply equal weights to the indicators used, with the exception of the school quality indicator. The school quality indicator will be weighted at 10% for all schools, with the remaining indicators weighted evenly across the remaining 90%. See Table 11 below for an outline of indicator weights for Idaho's most common school configurations. Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary. However, because the school quality indicators are new to Idaho, ISDE has determined that weighting this indicator at 10% is appropriate during the first years of implementation.

Table 13: Indicator weights for Idaho's most common Title I school configurations (percent)

School type (Title 1 Schools)	Math	English/ Language Arts	English language proficiency	Graduation rate	School quality
K-8 (190)	30	30	30		10
K-8 (no ELs) (161)	45	45			10
High school (19)	22.5	22.5	22.5	22.5	10
High school (no ELs) (48)	30	30		30	10
Alternative high school (7)	22.5	22.5	22.5	22.5	10
Alternative high school (no ELs) (12)	30	30		30	10

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- c. If the State uses a different methodology for annual meaningful differentiation than the one described in section 4(v)(a). above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

Not applicable.

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho will identify schools in 2018-19, using data from 2015-16, 2016-17, and 2017-18. Idaho will then identify schools every three years thereafter, using the same review of three prior years' data. Feedback from stakeholders strongly emphasized a three-year identification cycle in order to build a system that supports the development of sustainable school improvement strategies. School leaders will be able to dedicate time to planning and early implementation in the first year of identification and will have an additional two full years to implement their school improvement strategies, with the intent of generating sustainable change at the school.

ISDE will review identification data annually to determine whether schools would be identified during an off-cycle year. If schools are found that are not currently identified but would have been identified if the current year were on-cycle will be notified and offered support and thought partnership from staff. Those schools will be added to a watch list and this will be noted on the school report card.

Using the percentile calculations described in section A(4)(v)(a) of this plan as the foundation, ISDE will use additional, simple calculations to identify the lowest-performing 5% of Title I schools for comprehensive support and improvement.

Academic achievement is the actual, non-averaged achievement in that school year. Schools are identified for comprehensive support every three years.

Non-Title I schools will be designated as comprehensive schools if the results of their calculation fall within the performance range of the 5% of designated Title I schools.

The following steps pick up from the sequence left off at the conclusion of the previous section of this plan. They show how the state's system of annual meaningful differentiation will build to school identification.

Step 4: Take the higher of *Achievement* or *Growth* for each indicator.

In the example in section A(4)(v)(a), because 99 is higher than 48, 99 will represent the score for School X's math indicator. Forty-eight will *not* be used to determine whether the school will receive comprehensive support.

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Step 5: Repeat for all indicators, and take the average.

School X's indicator results

Math	English Language Arts	Graduation Rate	EL Proficiency	School Quality (always 10% weight)	Average
99	Higher of either <i>Growth or Achievement</i> percentile	Higher of either <i>Growth or Achievement</i> percentile	Higher of either <i>Growth or Achievement</i> percentile	Higher of either <i>Growth or Achievement</i> in school climate survey absenteeism (K-8) or college and career readiness (high school)	Average of all indicator scores other than school quality (always 10%)

Step 6: Repeat for all Title I schools in the state and rank schools from highest to lowest.

Step 7: Choose the bottom 5% as comprehensive schools within the K-8, high school, and alternative high school categories.

Step 8: Idaho will celebrate schools for their work to meet the needs of their students by recognizing:

- Schools that meet or exceed the interim progress goals for each indicator.
- Schools that fall into the 90th percentile rank or above using the school identification methodology for each of the indicators in the framework.

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2018, Idaho will identify all public high schools in the state with a four-year cohort graduation rate less than 67% as averaged over three years for comprehensive support and improvement. Graduation rates will be reported annually.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

If a Title 1 school is identified for Additional Targeted Support under section A(4)(vi)(f) of this plan for three consecutive years, that school will be identified as a comprehensive support and improvement school.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Idaho will begin identifying comprehensive support and improvement schools for the 2018-19 school year and every three years thereafter.

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- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Idaho will identify targeted support and improvement schools based on student group gaps to their non-group peers. A consistently underperforming student group in Idaho is any student group that has a gap of 35 percentage points or more averaged over three years in any of the indicators. A school with a consistently underperforming student group will be identified for targeted support and improvement.

Targeted support and improvement schools will first be identified in the 2018-19 school year and each year thereafter.

The definition of the historically underperforming student groups used to determine targeted support and improvement schools are:

1. Economically disadvantaged are students with a free or reduced-price lunch status.
2. English learners are those who have not yet tested as English proficient.
3. Minority students include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Hispanic or Latino.
4. Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

Each targeted support and improvement school will be required to develop and implement an improvement plan that is aligned to the long-term goals for the state, approved by the LEA.

- f. Additional Targeted Support. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

The methodology for identifying comprehensive support and improvement schools will be applied to student subgroups, in comparison to the all-students group of comprehensive schools. If a school’s student subgroup performance is lower than the highest performing all-students group amongst CSI schools, that school would be identified for additional targeted support. In other words, if results for any student group, on its own, would have resulted in the school being identified for comprehensive support, that school will be identified for Additional Targeted Support. This calculation will be run every three years, beginning with the 2018-19 school year, to mirror comprehensive support and improvement identification as described in section A(4)(vi)(a) of this plan.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

The state does not identify additional statewide categories of schools.

- vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

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Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e)), “failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency.” For the purposes of this plan, “measureable progress on ISAT proficiency” is defined as not having met the school’s interim progress measure toward its long-term goals in any group where 95% participation is not attained.

Additionally, “If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation.”

Should a school or LEA not meet the 95% participation minimum standard, the local school board will be notified by the State Board of Education that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card. The ISDE will support the school or LEA to write a parent outreach plan that addresses how it will engage parents and community members in order to meet the 95% participation minimum standard. In addition, ISDE will develop policies requiring the LEA to use a portion of its funds pursuant to 33-320, Idaho Code (Continuous Improvement Plans) for local school board and superintendent training on data-driven decision-making and assessment literacy.

If a school has at least 95% participation in any year, the school will not be required to submit a parent outreach plan for the following year.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Lowest performing 5% of schools:

To exit comprehensive support and improvement a school identified in the lowest performing 5% of schools must:

- The school no longer meets the eligibility criteria for comprehensive support and improvement (is no longer in the lowest 5%), and
- The school has shown a consistent growth trajectory compared with the data in the year during which the school was identified, and
- The school has articulated in writing a plan for sustaining improved student achievement. The plan will be submitted to and approved by the State Technical Assistance Team (STAT). This plan will articulate measurable goals, aligned strategies, and a robust monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for students while addressing how the school intends to ensure sustainability without additional improvement funds.

In addition, if a school meets its second-year interim goals after the second year of identification (i.e., is on track to hit its three-year goals), the school may elect to exit comprehensive support and

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improvement status and forfeit any school improvement funds available in the final year in the improvement cycle.

Schools with graduation rate below 67%:

Schools identified for comprehensive support and improvement by failing to graduate two-thirds of its graduating cohort in any year may exit from comprehensive status if:

- The school's average graduation rate over the previous 3 years exceeds 67%, or
- The school's graduation rate for two consecutive years exceeds 67%.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for additional targeted support will be assigned school improvement goals with a three-year timeline for the student group for which the school was identified for additional targeted support. These goals will be aligned with a long-term goal for that student group to reduce the gap to 100% proficiency in each indicator by half over 6 years with 2016 as the baseline year. To exit, a school must:

- The school no longer meets the eligibility criteria for additional targeted support , and
- The school has shown a consistent growth trajectory compared with the data in the year during which the school was identified for the student group for which it was identified.

In addition, if a school meets its second-year interim goals for each student group for which it was identified after the second year of identification (i.e., is on track to hit its three-year goals), the school may elect to exit additional support and improvement status.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(I) of the ESEA.

More rigorous interventions in a school failing to meet Idaho's exit criteria after three years will be led by the State Technical Assistance Team (or STAT, see section A(4)(viii)(e) for a complete description), who will facilitate the completion of a Comprehensive and Integrated Field Review (CIFR) that will lead to next steps for the school. Below is a description of the steps the STAT will complete to determine more rigorous interventions.

Notification of insufficient progress from the Superintendent of Public Instruction will go to:

- The Idaho State Board of Education
- The local school board
- The superintendent of the LEA with the building principal copied
- The public via the School Accountability Report Card

Next steps include:

- The ISDE conducts a Comprehensive and Integrated Field Review (CIFR) during the fall following the third year of identification (see below for membership and protocol).
- The State Board of Education may direct the use of some of the LEA's continuous improvement funds pursuant to 33-320, Idaho Code for local school board training in school improvement.
- A leadership coach may be assigned to the local school board and LEA leader to inform school improvement at the local level.

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Membership of the Comprehensive and Integrated Field Review Team may include:

- ISDE representatives
- LEA/school administrators and teachers from the region with similar demographics
- Persons nominated by Idaho School Boards Association, Idaho Association of School Administrators, Idaho Association of Special Education Directors, Idaho Education Association
- Administration/faculty applicants from high achieving schools chosen by the State Department of Education

Comprehensive and Integrated Field Review protocol:

- Observe a stratified sample of faculty including teachers of special populations, using a standard protocol. The protocol will include a subset of the indicators that align with the state's current teacher evaluation system.
 - Interview focus groups with teachers, parents, students, and noncertified staff (e.g. food service, custodians and paraprofessional).
 - Interview LEA and school administrators.
 - Collect and interpret data.
 - Recommend additional school interventions to school, LEA, and state leadership.
 - School, LEA, and state leaders agree upon and implement new interventions for the school.
- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho will identify all LEAs with 50% or more of comprehensive and targeted support and improvement schools every year.

For LEAs with 50% or more comprehensive and targeted support and improvement schools the state will annually review ESSA Federal program resource allocations from the LEA to the school through the Consolidated Federal and State Grant Application (CFSGA). Budget and expenditure information, supports and resources, and student performance will be analyzed to determine the effectiveness of those supports.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. Our system of support is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainable improvement. The statewide system of support is managed and coordinated by the State Technical Assistance Team (STAT). This team is responsible for overseeing all school improvement grants for comprehensive and targeted schools. The STAT works with LEAs to ensure that improvement plans are evidence-based and managed for high performance.

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The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include members of the executive team, federal programs director, associate deputy of federal programs, director of special education, director of Title III, director of curriculum and instruction, director of assessment, school improvement coordinator, a Career and Technical Education (CTE) representative, a state board of education representative, and members of the local LEA and school leadership teams. Depending upon the needs of the schools identified for comprehensive or targeted assistance, other specialists will be asked to provide input.

Plan implementation and management support may be provided by the STAT if specifically requested by the LEA or school. The assistance may be in the form of conducting a comprehensive needs assessment, drafting a comprehensive plan, defining evidenced-based interventions, defining key indicators to measure and monitor, conducting periodic data collection, evaluating the data, and making necessary corrections in the interventions.

As shown in Table 12 below, the statewide system of support includes strategies and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of particular groups of students. This could include drawing on the English Learner Program to support EL students or providing extended learning time to help accelerate learning for specific groups of students. All funded activities and programs are evaluated regularly for evidence of effective implementation and to assess the degree to which services and activities are evidence-based. Programs draw on guidance from the U.S. Department of Education's What Works Clearinghouse and expertise from the Northwest Comprehensive Center and Regional Education Lab Northwest.

The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA, and that the state interventions being applied to schools are evaluated to ensure that they are high quality and resulting in improved outcomes for students.

State-led school improvement activities are funded through the state administrative set-aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

Table 14: Strategies used in the Idaho statewide system of support

Strategy	Activity	Provider/program	Funding source
Creating/implementing comprehensive and targeted school improvement	Diagnostic evaluation/needs assessment to determine key challenges and root causes	ISDE or approved provider	Title I-A School Improvement funds
	Comprehensive school improvement and leadership coaching	Idaho Capacity Builders	
Improving leadership effectiveness	Training/Mentoring for School Board Members	ISDE, Idaho School Boards Association, Idaho Building Capacity Project	School Improvement funds

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Strategy	Activity	Provider/program	Funding source
Aligning curriculum and improving instruction	Leadership coaching	Idaho Building Capacity Project	School improvement funds
	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
	Mentoring and support for superintendents	Idaho Superintendents Network	School improvement grant
	School improvement training for local school boards and superintendents	ISDE or contract vendor	State funds pursuant to 33-320, Idaho Code
	Mentoring, training, and support for emerging CTE leaders and prospective CTE administrators	Leadership Institute	State funds (CTE)
Developing effective teaching and learning	Professional development and technical assistance in curriculum and standards development and alignment and research-based instructional improvement	Approved providers; state regional mathematics or ELA specialists	School improvement funds and state funds
	Idaho Content Standards/Literacy coaching	Idaho Coaching Network, ELA/Literacy	State funds
	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices	Idaho Coaching Network/ELA/Literacy Coaches, Idaho Math Centers	State funds
	Educator evaluation training and coaching	ISDE and SBOE Educator Effectiveness Coordinators	State funds
	Opportunities to implement STEM curriculum	STEM Action Center	State funds
	Training on Assessment and Data Literacy	ISDE	State and federal funds
	Training on the Idaho Career Technical Content Standards and technical assistance with how to align programs and assessments.	ICTE Reach Professional Development Conference; Program Quality Managers	State funds (CTE)

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Strategy	Activity	Provider/program	Funding source
	Mastery education training	Idaho Mastery Education Network	State funds
Supporting English learners	Technical assistance with EL program design	Idaho English Learner Program	State and federal funds
	Training on WIDA standards and technical assistance on aligning WIDA standards with Response to Intervention (RTI) practices	Idaho English Learner Program	State and federal funds
Supporting Special Education students	Multi-tiered instructional training and coaching	SESTA team of Special Education	State funds, special education funds
	Training on intensive interventions, assessments and strategies related to special education	Idaho Center on Disabilities and Human Development	Special education funds
Extended learning time	Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21 st Century Community Learning Centers)	ISDE and/or Idaho Universities	Title IV
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE-Family Engagement Coordinator	State funds
	Access to and support with the Family Engagement Tool (FET)		
	Career and Technical Student Organizations (CTSOs) provide student leadership opportunities and community engagement	ICTE	State funds (CTE)
	Career and Technical Program Advisory Committees provide community partnerships and industry input for CTE programs	ICTE	State funds (CTE)

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Strategy	Activity	Provider/program	Funding source
Fiscal management	Technical assistance on the alignment of state funds (e.g., technology funds, advanced opportunities) and the policies necessary to ensure their success	ISDE	State funds
	Technical assistance and oversight on the use of state funds (e.g., added-cost funds, Idaho Quality Program Standard funds, career technical school funds) and federal funds (e.g., Perkins) for career technical programs	ICTE	State funds (CTE)

The following describes each of these strategies and activities in greater detail:

Management of Comprehensive and Targeted School Improvement

LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

Comprehensive needs assessment and action plan: As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions. Improvement areas will be prioritized, and this information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the school improvement coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school's strategic direction—setting short-term (one year) and long-term (three to five years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders, teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider. Additionally, grant funds will be available for all Title I schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

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The STAT will meet regularly either in person or via web conference (depending on where team members are located). The state school improvement coordinator will develop the agenda with input from STAT member stakeholders and will facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. Data from each of the stakeholders will be provided to the STAT members ahead of the meeting time. The purpose of the meeting will be to review progress from the last meeting and identify action plan supports and next steps for the following meeting. All stakeholder members are mutually responsible for the improvement of the school.

Given that the STAT will have members who are part of ISDE's executive team, ISDE will have an internal system of control with regular feedback provided to the superintendent and cabinet. The STAT members will also be responsible for continuing to convene regular meetings of a core team, which will include representatives from ISDE, CTE, and OSBE leadership. ISDE, the STAT, and the core team will have access to technical assistance from external providers and will reach out to staff from other state education agencies to brainstorm challenges.

The STAT will use the LEA and school improvement plans as a component of analysis of school progress. This team will work with LEAs to examine school data in an iterative process that includes an initial benchmark of student achievement levels, delivery of the prescribed intervention, a second assessment of progress, continued intervention, and a third assessment of progress.

If the monitoring of data demonstrates *no improvement in student progress* toward desired outcome(s) after two cycles within one year of the initial grant, the STAT, in collaboration with the LEA, should determine modification to the intervention(s) or a redefinition of the intervention. The new or modified intervention should be implemented and the monitoring process should begin again.

If the school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but the additional funding allocated for support will no longer be distributed.

Idaho Building Capacity Project: Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide system of support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive or targeted support will receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or LEA system. Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and University of Idaho.

Improving Leadership Effectiveness

The statewide system of support includes several activities to increase the effectiveness of LEA and school leadership. The following activities draw on the strengths and assets of Idaho's educators

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while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

Idaho Principals' Network (IPN): The IPN brings school principals together in a professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies, and instructional rounds. For schools identified for comprehensive support and improvement, the IPN is required and provides coaching and support unique to the leadership needs of each principal. Data collected in July 2017 indicated that IPN participants overwhelmingly indicated satisfaction with the program. Over 95% of participants would either recommend or strongly recommend the program and indicated that the workshops are useful and directly impact their work.

Idaho Superintendents' Network (ISN): The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of LEA leaders in improving outcomes for all students by focusing on the quality of instruction. The network comprises committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The superintendents support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their LEAs. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. Areas of support provided by the ISN include transforming district central offices for learning improvements, using data to improve teacher effectiveness and instruction, and creating strong stakeholder relationships. The ISN is required for district superintendents with one or more schools identified for comprehensive support and improvement.

The Idaho Principal Mentoring Project (IPMP): The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide new to position principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction. Data collected in July 2017 showed that 100% of IPMP participants indicated satisfaction with the program and that it directly impacts their work. Moving forward, IPMP participation will be required for new principals serving in schools identified for comprehensive support and improvement.

Idaho Career & Technical Education (CTE) Leadership Institute: Leadership Institute was developed to foster professional development and provide leadership training and opportunities for Idaho professionals in career and technical education. The goal is to train individuals to become local, district, or state-level administrators of career and technical programs. CTE programs in Idaho exist at the middle, secondary, and postsecondary levels, and workforce training exists in noncredit settings such as community colleges and correctional facilities. Each year applicants for Leadership Institute

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are nominated by a peer, supervisor, or other CTE administrator who recognize the leadership potential of the nominee. New selected members are placed into a cohort to join other cohorts in a rolling 27-month professional development journey that includes training on state and national policy, CTE funding and governance, administration of CTE programs and schools, introduction to national CTE professional associations and advocacy, and personal leadership discovery and growth. Professional staff at ICTE lead the cohorts and act as mentors for the Leadership Institute participants throughout their time in the cohort and beyond.

Aligning Curriculum and Improving Instruction

Professional development and technical assistance from state content specialists: Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions of higher education: Boise State University, Lewis Clark State College, Idaho State University and University of Idaho. The staff of each Regional Mathematics Center provides both regional, district and school-specific support in mathematics education. Each center has developed and utilizes a systematic method to gauge regional, district or school needs and readiness in order to provide equal opportunity to services. To ensure a lasting change in Idaho educators' instructional practice, center programs are of sufficient quality, duration and frequency.

The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

For schools that are implementing mastery education, expertise from the Idaho Mastery Education Network will be a critical resource for implementing this important but challenging shift in how students learn and are assessed.

Educator effectiveness coordinator: Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and consequently increase student achievement. ISDE's and OSBE's educator effectiveness coordinators integrate educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

Supporting English Learner Students

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other schools in the state. ISDE is part of the WIDA Consortium and provides the following supports:

Technical assistance with EL program design and implementation: The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable

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learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices: The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

Extended Learning Time

Adjusting the frequency and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. The state encourages LEAs to review school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs are encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. Additionally, LEAs are encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

Family and Community Engagement

ISDE provides resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

Family and community engagement coordinator: ISDE has built a system to engage parents within the improvement process. The family and community engagement coordinator identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Family engagement tool: Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides: a structured process for school teams working to strengthen family engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

Career & Technical Student Organizations (CTSOs): CTSOs are an integral, co-curricular part of all CTE programs. They provide opportunities for students to learn and practice leadership skills in the classroom, the school, the community, and within their organization. CTSO members perform community service projects. They may also engage with business and industry community leaders during board meetings, fundraising, and CTSO conferences where the community leaders attend to act as judges for competitive events. CTSOs are, in effect, the part of CTE programs that is visible to the community.

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Technical Advisory Committees (TACs): TACs support CTE programs by providing input on curriculum and projects, collaborating on and/or securing equipment and other program needs, and supporting the educators and schools where CTE programs are housed, as practical and appropriate. TAC members become involved not only for CTE programs but also the school and the community to advocate for program improvement and student success.

Fiscal Management

Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

ICTE provides technical assistance and oversight to administrators, managers, and teachers regarding the funding distributed through its office. This funding includes, but is not limited to, CTE added-cost funds, career technical school funds, and Idaho Quality Program Standard grants for secondary programs, postsecondary program funding, and Perkins funding for middle, secondary, and postsecondary programs.

- f. **Additional Optional Action.** If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Not applicable.

5. **Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)):** Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.⁵

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked to analyze educator experience, credentials, and need. The data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students. The data analysis did identify a shortage of personnel and a higher than desired amount of inexperienced teachers across all areas. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and sparked a statewide effort to study recruitment and retention.

As illustrated in the approved Equity Plan, Idaho has found that there is little to no correlation between student group and educator quality in the state. Instead, Idaho is working to address a general challenge with teacher recruitment and retention statewide, especially in Idaho's rural and remote school districts. Recruitment and retention of effective educators is a cornerstone focus in both school improvement (using state funds, supplemented by Title I-A school improvement funds) and Effective

⁵ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

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Educators (Title II-A state activities and set-aside funds). The goal is to support educators at every level of the system.

In addition, the State Board of Education convened an educator pipeline workgroup in 2016, which is working to release recommendations for addressing Idaho's teacher recruitment and retention challenge this year (2017). This workgroup has representation from diverse stakeholder groups, including ISDE, teachers, school administrators, school board members, parents, and the business community.

For the purpose of regularly analyzing the rates at which low-income and minority students are taught by ineffective, out-of-field, and/or inexperienced teachers, the following definitions are used:

- Ineffective teacher:
 - Majority (50% +1 student) of his/her students have NOT met their measurable student achievement targets (pursuant to 33-1001, Idaho Code), or
 - Has a summative evaluation rating of unsatisfactory.
- Out-of-field teacher: not appropriately certificated or endorsed for the area in which he/she is teaching
- Inexperienced teacher: in his/her first year of practice
- Low-income student: from economically disadvantaged families
- Minority student: identified as a member of a minority race or ethnicity

Note that Idaho's ineffective teacher definition is in alignment with the requirements in the state's salary apportionment law (Career Ladder) found in 33-1001, Idaho Code for educators to advance on the compensation table.

Beginning with the 2017-2018 school year, ISDE will annually run data to analyze these rates and to assess whether or not low income and minority students are taught at a higher rate by teachers deemed to be ineffective, out-of-field, or inexperienced. If gaps arise or are identified, the ISDE will provide specific support and assistance to the building, LEA, and/or region where the disparity exists. Each LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers. Progress will be evaluated annually, as described in Idaho's Educator Equity Plan.

Information on rates at which low-income and minority students are taught by ineffective, out-of-field, and/or inexperienced teachers will be published annually on the ISDE website at:

<http://www.sde.idaho.gov/topics/ed-equity/index.html>.

6. **School Conditions (ESEA section 1111(g)(1)(C)):** Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE.

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The Idaho Legislature has also appropriated \$4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for learning, improve school climate, implement special programs, and explore alternatives to suspension and expulsion. In an effort to maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference*. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE won a Garret Lee Smith grant focused on youth suicide prevention from the Substance Abuse and Mental Health Services Administration and implemented Sources of Strength (an evidence-based youth suicide prevention program) in select schools from 2014 through 2016. One outcome of this work was the Idaho Legislature's establishment of the state's first Office of Suicide Prevention in the Department of Health and Welfare with an appropriation of \$1 million and four new full-time staff positions to continue implementing the Sources of Strength program in schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, as it focuses on developing internal strengths such as grit, resilience, hope, and connectedness.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment. The strategies in Table 13 below already have a presence and existing supports in Idaho, and ISDE will encourage LEAs to use Title IV-A funds for these purposes if local data merits the need.

Table 15: Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring annually	Title IV-A
Support LEAs with existing initiatives: <ul style="list-style-type: none">• Positive Behavior Interventions and Supports (schoolwide, systemic approach to improved culture and supports based on data)• Restorative justice practices• Mentoring programs such as Big Brothers, Big Sisters• Alternatives to suspension/expulsion (special programs)• Sources of Strength (secondary level)• Good Behavior Game (primary level)• Suicide Prevention Gatekeeper Training• Youth Mental Health First Aid (mental health awareness)• Mental Health assessment and referral• Crisis response/de-escalation training for school staff• School nurse position with accompanying student health room• Wellness programs (Coordinated School Health)• Multi-tiered systems of support	Ongoing	Title IV-A

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Strategy	Timeline	Funding sources
<ul style="list-style-type: none">• Development of risk/threat assessment protocols and policies• Parenting programs such as Nurturing Parenting• Child sexual abuse prevention initiatives such as Stewards of Children		

The ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.

7. **School Transitions (ESEA section 1111(g)(1)(D)):** Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The ISDE was deliberate in including a wide range of stakeholders in informing this Consolidated State Plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty, drop-out prevention, children of military families, rights of disabled students, Native American advocacy, neglected youth, migratory families and English learners.

Increasing Opportunities and Outcomes for College and Career: Idaho has a single State Board of Education that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.

Several committees and taskforces in Idaho are also working to create a seamless transition from high school to college and career. The Governor's Higher Education Taskforce and Workforce Development Taskforce, convened by the SBOE, which include representatives from diverse stakeholder groups, are working to generate recommendations to further improve Idaho's effort. The SBOE also adopted a statewide definition of college and career readiness in June 2017, which will be operationalized with college and career readiness standards for high school students that are now in development.

Transition to School: Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the State Special Education Manual for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as “at risk” must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-

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based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately \$2 million to \$9.3 million. During the 2017 legislative session, funding was increased again to \$11.4 million.

Middle Level: Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the Middle-Level Credit System was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality and rigor.

In addition, 8th graders are required to complete learning plans for high school and beyond before transitioning to 9th grade. The state has developed a career information system for middle school and high school students that enables a student to learn about the skills and dispositions required in a wide range of jobs and professional fields. Eighth grade students also have access to college and career advisors, in which Idaho has invested heavily in recent years.

High School: ISDE supervises K–12 education and has identified priorities that are aligned with the vision of SBOE. The first goal of ISDE's plan is ensure that all Idaho students persevere in life and are ready for college and careers. Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

The legislature has appropriated state funds for students to offset costs associated with college entrance exams, dual credit, Advanced Placement, International Baccalaureate, and overload courses. Each student is eligible for \$4,125.00 to use beginning in 8th grade. Idaho's dual credit participation has increased dramatically in recent years, with more students entering a two- or four-year university with transferable credits toward major or general education requirements. Thirty-two percent of high school students participated in Advanced Opportunities during the 2015-16 school year, which grew to 47% of high school students in 2016-17.

Career Technical School (CTS): ICTE oversees special CTE schools, referred to Career Technical Schools. These schools are designed to provide high-end, state-of-the-art technical programs and also meet certain other requirements in addition to the requirements of CTE programs in comprehensive high schools, such as field experiences and enrollment from multiple high schools. Career Technical Schools must also provide postsecondary alignment for all of their programs, giving students the opportunity to earn technical competency credits at Idaho postsecondary institutions with similar CTE programs.

Alternative Schools: Idaho's alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools specifically work with students in grades 6-12 who are transitioning from elementary to middle/junior high and middle/junior high to high school in order to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring

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instruction to students' individual needs. Students are provided the opportunity to attend summer school in order to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to what is provided to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the Idaho Prevention and Support Conference and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the Idaho Mastery Education Network.

English Learners: ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

Students with Disabilities: The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support to LEA leaders, teachers, and paraprofessionals who support students with disabilities.

Next Steps: Despite the significant steps taken to create purposeful alignment from preschool to college, the state recognizes the need for additional supports at critical transitions, such as elementary to middle school and middle school to high school. During the 2017–18 school year a task force comprising LEA leaders with transition plans in place, SBOE staff, and ISDE program coordinators will be convened to provide guidance to all LEAs, schools, and families on creating systems of support for students.

The State Board of Education has set a goal that 60% of Idahoans ages 25-34 will have some sort postsecondary degree or certificate. While there is much work to be done to meet or exceed this goal, the state is committed to providing high quality educational opportunities and outcomes for all Idahoans.

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B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

Planning

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho completed a new Comprehensive Needs Assessment (CNA) spring 2016, based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the foundation of the Service Delivery Plan (SDP) and its measurable program outcomes and objectives.

LEA Comprehensive Needs Assessment Process and Toolkit: ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. The toolkit can be found on the Migrant webpage under Resource File in Migrant Services <http://www.sde.idaho.gov/el-migrant/migrant/index.html>. LEAs are provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

State Service Delivery Plan: Idaho completed a new Service Delivery Plan in the spring of 2017 based on concerns raised in the Comprehensive Needs Assessment that included migrant stakeholders. All migrant funded LEAs have received new Measurable Program Objectives (MPOs) and have provided assurances to the Idaho MEP through the consolidated grant application process that they will work to implement the strategies and evaluate the results as measured by the MPOs. Data is collected at the end of the performance period from every project LEA, showing their self-evaluation of their progress at meeting the MPOs. The Idaho MEP will aggregate this data to evaluate the progress of the Idaho MEP at serving the unique needs of migrant students.

Implementation

The State Department of Education implements the Service Delivery Plan through the Consolidated Federal and State Grant Application completed by LEAs each year, which includes the MPOs from the state Service Delivery Plan. In Idaho, one-third of LEAs have small migrant programs and receive minimal funding, therefore MPOs that are more appropriate to larger programs are optional for smaller programs. LEAs select which of the optional MPOs they will implement for the coming year. Required MPOs are pre-selected for all LEAs. LEAs then briefly describe their plan for implementing each MPO selected in the grant application.

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Evaluation

Idaho has a Migrant Student Information System, created by in-house developers. In this system, each LEA reports whether or not it has achieved the selected MPO from the submitted consolidated plan. They also report supporting information for each MPO. LEAs are required to submit this information in the fall so services delivered in the summer may be included. ISDE uses this data to evaluate the overall program success at meeting MPOs and for analyzing the Service Delivery Plan and data collection methods for needed revisions.

In addition, Idaho has a three-year cycle of monitoring that includes a site visit, interviews with parents, secondary students, teachers, the family liaison, administrators, the local migrant director and business manager. Monitoring occurs as a consolidated process with all federal programs represented. The migrant program also conducts informal monitoring of migrant summer school programs through site visits. Each LEA that offers a summer program is visited at least once every three years.

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

It is critical that migrant students in Idaho have equal access to all appropriate local State, and Federal programs in addition to supplemental MEP services designed to meet the Measurable Program Outcomes (MPOs) identified in the Service Delivery Plan (SDP).

In order to ensure that this takes place, the Idaho MEP has a two-pronged approach. First, ISDE MEP staff has provided, and continues to provide, intensive training and technical assistance to LEAs to ensure that they do not use migrant funds to provide services to migrant students that they would normally be eligible to receive, regardless of migrant status (supplanting). By ensuring that LEAs understand that migrant funds must be used after other programs provide services, we ensure that migrant students receive every service that they are entitled to under other programs, in addition to migrant services.

Second, collaboration by migrant and other program staff at both a state and local level is a clear expectation shared with local migrant directors in training and is part of the ISDE monitoring process. State monitoring includes an indicator that requires proof that LEA migrant staff are in collaboration with other local, State and Federal educational programs, including Title I-A, III-A, McKinney-Vento and others. Indeed, many Idaho LEA migrant programs are small enough that the family liaison is the only migrant staff person. He or she often provides services through advocacy (support services) both within the school and in the community, ensuring that the children receive the services they need from school, health and other social services in the community (referred services). This collaboration ensures that migrant students' needs are addressed in schools by multiple programs.

Services provided to preschool-aged students are included in three MPOs in the category of School Readiness. Since Idaho does not have state-funded preschool, LEAs generally do not serve these students through local, State and other Federal programs. In Idaho, Migrant funds may be used to pay fees for migrant students to attend developmental preschool programs as peer models, who would not otherwise be able to attend. Some LEAs with larger migrant populations provide preschool as a site-based migrant preschool. Other LEAs offer programs including home visits with materials and training provided to parents. Many LEAs offer preschool services through summer programming.

Idaho uses materials developed by the Office of Migrant Education's Consortium Incentive

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Grant (CIG) “Solutions for Out of School Youth” (SOSY), including the OSY Profile adapted for Idaho. LEAs fill out this profile gathering data on the needs of the out of school youth and dropouts and provide referrals to other agencies, such as the High School Equivalency Program (HEP), agencies that can provide training opportunities, and social and health services to these youth. These profiles are submitted to the ISDE. In addition, the state provides MP3 players with intensive English curriculum for LEAs to use with out of school youth and dropouts who need help with learning English.

- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

The state models collaboration with joint planning of Title I-C and Title III. Title III, Title I-C, and State EL are part of one department at the ISDE. Starting fall of 2017-2018 the working group that collaborated on the recent Comprehensive Needs Assessment and Service Delivery Plan will continue as an advisory panel to the Idaho MEP. This group will be combined with the EL advisory panel as many of the members of each group work with overlapping populations. We will establish a method of rotating members over time and will include State and LEA federal programs staff, family liaisons, K-12 teachers, migrant preschool teachers, parents, and representatives from other agencies who work with migrant families, including the High School Equivalency program (HEP), College Assistance Migrant Program (CAMP) and Migrant Seasonal Head Start (MSHS). Other possible members include representatives from the Idaho Commission on Hispanic Affairs, Institutes of Higher Education, and the State Board of Education. This collaborative group will address concerns and provide advice to continue program development.

LEAs are trained to coordinate Title I-C with Title III in parent outreach, parent advisory councils (PACs), and afterschool programming. For example, LEAs are trained to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority and that those programs meet migrant students’ needs. Since many migrant families also use a language other than English in the home and have children who are designated as English learners, these families provide planning, implementing and evaluative feedback to LEAs for both programs.

- iii. The integration of services available under Title I, Part C with services provided by those other programs; and

After identifying the needs of migrant students, migrant staff also assesses the availability of non-migrant programming to meet those needs and use migrant funds to provide supplemental programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant LEAs have implemented a variety of preschool programs, including summer programs, to meet the school readiness needs of our migrant children. In cases where other programs offer services, the migrant programs in LEAs support migrant families by enhancing home school communication and by advocating for migrant students and families to participate in all other programs.

- iv. Measurable program objectives and outcomes.

This section outlines how Idaho’s Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that some MPOs are required of all project LEAs, while others are optional. This determination is made by the ISDE staff in order to

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accommodate funded LEAs that serve very few students through mainly providing non-instructional support and referred services.

School Readiness		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	Required
1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.	1.2) Provide migrant funded site-based preschool services to migrant children ages 3- 5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	Optional
1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.	1.3) Participate in the activities of the Preschool Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	Optional

English Language Arts Achievement		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.	2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school expeditionary opportunities, tutoring, after school programs),	Optional
2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.	2.2 Use qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education (IHEs), Portable	Optional

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English Language Arts Achievement		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.	Assisted Study Sequence (PASS), after school tutoring, home-based instruction).	
2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.	2.3) Provide opportunities for migrant staff to attend LEA, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).	Optional
2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.	2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.	Required

Mathematics Achievement		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.	3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.	3.2) Use qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math camps, academies offered by IHEs).	Optional
3.2a) By the end of program year		Optional

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Mathematics Achievement		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary math credit for students in grades 7-12.		
3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.	3.3) Provide opportunities for migrant staff to attend LEA, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).	Optional
3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.	3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world). 3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.	Required

High School Graduation		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
4.1) By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.	4.1) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation.	Optional
4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).	4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).	Required

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High School Graduation		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
	4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).	
4.3) By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.	4.3) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students toward grade promotion and graduation for 7 th – 12 th grades.	Optional
4.4) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.	4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).	Required

Non-instructional Support Services		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.	5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	Required
5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.	5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extracurricular activities, parenting classes, parent literacy workshops, instructional home visits).	Required
5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school LEA and	5.3) Establish partnerships and/or agreements among the school LEA and community healthcare providers (such as Lions Club and	Required

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Non-instructional Support Services		
Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
community healthcare providers and public health agencies will be established to provide health services to migrant families.	the regional health district) and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	
5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.	5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	Required

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative. Idaho ensures that accurate and complete records are being uploaded to MSIX in order to give liaisons access to up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migrant students. LEAs also receive training in accessing data from Idaho's Migrant Student Information System (MSIS), which provides extensive information on Idaho migrant students, facilitating intrastate transfer of records.

Table 16: Migrant Student Information Exchange agreements

Intrastate Coordination and Records Transfer	Interstate Coordination and Records Transfer
<ul style="list-style-type: none"> • Idaho's MSIS includes individual immunization records with dates and health alerts • MSIS includes historical information on all Idaho assessments including the Idaho Reading Indicator, Idaho Standards Achievement Tests of English language arts and math and English language proficiency assessment (ACCESS) • MSIX Consolidated Records includes course history 	<ul style="list-style-type: none"> • MSIX Consolidated Records report for assessments, course history, and move history • MSIX for Move Notifications • MSIX for Data Requests

As part of its consolidated plan, each LEA must complete the following question: "Describe the LEA's coordination efforts with other agencies, including the timely transfer of student records." As part of this question, LEAs must describe "How does the LEA ensure that students who move are served right away in their new LEA (i.e., MSIX, phone calls)?" Acceptable responses must

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include both MSIX notifications and direct communications with receiving LEAs.

In the event that an MSIX Data Request is received at a time of year when the family liaison and regional ID&R coordinator are not available (school breaks), the request will escalate to the Idaho MEP and data will be provided directly to the requestor by state migrant staff.

Idaho's MEP promotes intrastate and interstate coordination by participating in the following:

- ISDE collaborates with the Community Council of Idaho, Idaho's Migrant Seasonal Head Start provider to create a Memorandum of Understanding completed by LEAs with the local Head Start every two years to promote recruiting and services provided to preschool students.
- ISDE MEP staff and many LEA staff participate in the National Association of State Directors of Migrant Education (NASDME) conference annually.
- ISDE MEP Director attends NASDME General Membership meetings to collaborate with other State MEP Directors.
- ISDE MEP Director and staff attend Migrant Annual Director's Meeting (ADM) to learn and collaborate from Office of Migrant Education (OME) and other State MEP Directors.
- The state provides statewide Parent Advisory Council (PAC) meetings six times per year in the fall and spring in three locations across the state.
- Idaho's MEP director is the northwest regional representative to the Collaboration Work Group (CWG) with the Office of Migrant Education. Although new to this role, she will share information from the CWG with MEP Directors in the northwest region and serve as an advocate for the needs of these states.
- The Idaho MEP provides training/collaboration meetings to migrant directors across the state three times per year.
- The ISDE organizes a biannual Federal Programs Conference that provides information, training, and opportunities for collaboration among LEA and ISDE staff regarding all federal programs and special education.
- The state participates in the Bi-National program and contracts with an experienced person to administer the program. LEAs use the Mexican Transfer Document to ensure that students leaving the United States to Mexico will be able to register their students in school.

1. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Title I, Part C Funds are used to implement the strategies identified in our service delivery plan in order to meet the Measureable Performance Outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth. The State's Comprehensive Needs Assessment completed in 2016-2017 defines concerns and proposed solutions. The Service Delivery Plan responded to the concerns and incorporated proposed solutions to create appropriate strategies and Measurable Performance Outcomes.

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C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)):
Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Procedures based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming for each of the two types of programs Title I-D Subpart 1 and 2 are outlined below. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible. The ISDE has established the following procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program

Idaho has two state agency programs under Title I, Part D Subpart 1. The Idaho Adult Correctional Program and the Idaho Juvenile Correctional Program and both are required to annually identify in Idaho's yearly application (Consolidated Federal and State Grant Application, or CFSGA) transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. Both programs are required to provide a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting students' transition.

Under Title I, Part D Subpart 2 Idaho has twenty-four local programs, serving either neglected or delinquent students. Subpart 2 programs are required to provide transitional services (although no specific funding percentage like is described in Subpart 1 programs is required since it is not outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. These Subpart 2 programs are also required to annually identify in Idaho's CFSGA their transition services.

In the fall of 2017, ISDE will add information on best practices and tools on the state web site for youth returning from correctional facilities or institutions for neglected or delinquent children and youth. The tools and professional development for facilities to implement a support system to ensure their continued education and the involvement of their families and communities will be conducted and completed by April 2018.

Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the facility and LEA in order to facilitate the transition of such children and youth between the LEA and the correctional facility. The facility will consult with the LEA for a period jointly determined necessary by the facility and LEA upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

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Objective 1: Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math. Outcome: Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. Outcome: Each Title I, Part D program will pre and post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program.

Objective 3: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. Outcome: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

Objective 4: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. Outcome: Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

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D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

State Level Activities – Administrators and Libraries

Idaho Principal Mentoring Project: According to the 2012 Rand Corporation (Burkauser, et. al, 2012) study on first year principals, “improving the principal placement process to ensure that individuals are truly ready for and supported in their new roles could have important implications for student achievement—particularly in low-performing schools.” The Idaho Principal Mentoring Project seeks to provide this support with the ultimate goal of principal retention and increased student achievement.

Title II-A funds are used to implement the Idaho Principal Mentoring Project (‘), which was a new program in 2016-2017 and designed for early career principals. See section A(4)(viii)(e) of the plan for a complete description of the IMPM. The project provides another level of support to those entering a leadership position. While participation has been voluntary, new principals serving in schools identified for comprehensive support and improvement will be required to take advantage of the program. In 2016-17, 20 principals participated, and approximately 30 principals will participate in 2017-18.

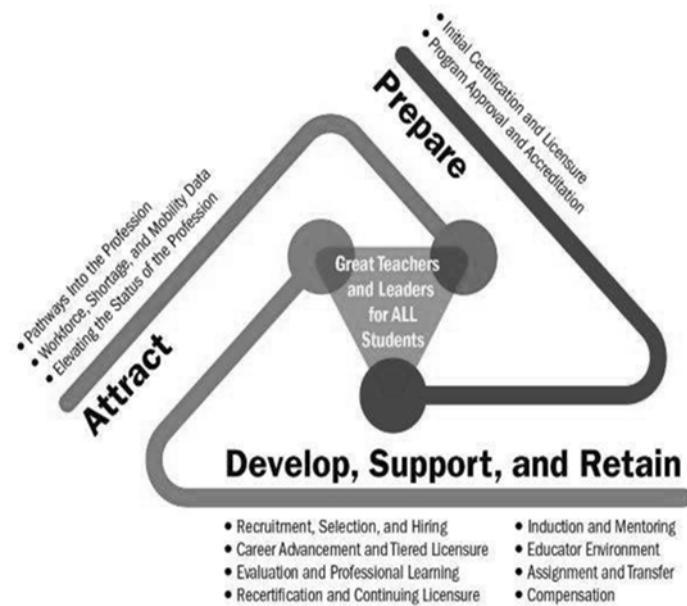
Whereas the Idaho Building Capacity (IBC) project (see section A(4)(viii)(e) of this plan) is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentoring to new leaders. The mentors are highly distinguished principals or superintendents, selected and trained by the state to mentor new school leaders. A needs assessment administered to mentees and principal mentors determines the assignment of principal mentors to mentees based on need and experience. Mentors coach new leaders through the tasks of improvement with regular structured virtual or in-person check-ins. Each mentor/mentee team creates a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

Support for School Libraries: Title II-A funds are used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries). Title II-A funds will ensure more librarians are able to benefit from this valuable training, and more students will have access to a trained school librarian.

State Level Activities – Educators

The Idaho State Board of Education established an Educator Pipeline Work Group in 2016 to explore teacher pipeline issues across the state. Some of the early recommendations are aligned to allowable Title II-A projects. The Talent Development Systems graphic below, produced by American Institutes for Research (AIR), illustrates a three-pronged approach to addressing teacher shortages that guides Idaho’s work.

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In order to address teacher retention the Work Group first recommends increased professional development opportunities and support for teachers across the continuum, including induction programs, evaluation feedback for the purpose of professional growth and learning, and teacher leadership pathways. The following state level activities are aligned with these goals:

Continued Support for the Idaho Instructional Framework: Title II-A funds are used to support training and deepen understanding of Idaho's Instructional Framework through in-person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshops may include but not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction
- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching
- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

Facilitated conversations around the state's instructional framework – dialogue among teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, higher education faculty, teacher leaders, superintendents, and other district

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leaders – creates opportunities for deeper collaboration in and across the education system, impacting teacher growth and ultimately student achievement.

Mentoring and Coaching: In 2013 the Governor’s Task Force for Improving Education made 21 Recommendations creating a strategic plan for education systems across the state. One of these recommendations was that each district develop a mentoring and induction program for the support of new teachers based on the Idaho Mentor Program Standards. Recommendations put forth in 2017 from the Educator Pipeline Work Group echoed the call, and outlined an even greater need since moving to a certification system in which new teachers have three years to move from Residency to Professional status.

Comprehensive induction and mentoring programs have been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). Though Title II-A funds alone will not be sufficient to establish robust mentoring and induction programs statewide, ISDE and the State Board of Education will investigate how we may use Title II-A funds to support and expand upon the foundation that is in place with the goal of increased student learning. See Appendix D for additional research supporting a focus on educator mentoring.

An AIR policy brief published in May 2014 (Potemski & Matlach, 2014) noted that effective state induction policies include program standards to establish consistent expectations for mentoring and induction activities across the state. In 2009 the State Board of Education, in conjunction with ISDE, established and published such standards. Using these standards to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentoring program for beginning teachers, the state hopes to increase the number of effective induction programs in every region of Idaho. Partnering with higher education institutions, Title II-A funds would allow university partners to facilitate induction support for new teachers in high need LEAs across the state of Idaho. Faculty from higher education institutions in Idaho (public and private, four-year and two-year) are interested in the performance of their graduates in their early years of teaching. Investigating new teacher performance serves two main goals: continuous improvement for educator preparation programs and the identification of key supports for new teachers in terms of induction communities, practice, strategies, and outcomes. This project would study how the structures of one induction program in identified high need LEAs influences teacher performance and PK-12 student learning to inform future programs.

Additionally, the state strongly encourages and supports LEAs using Title II-A funds to recruit and train mentors within those LEAs identified for comprehensive and targeted support.

LEA Optional Use of Funds Aligned with State Level Activities

The uses of funds described below are not required of LEAs but are encouraged as we work to attract and certify more teachers for Idaho’s classrooms. The Educator Pipeline Work Group has supported the development of alternative paths to certification that will not sacrificing rigor.

Grow Your Own: Idaho is experiencing teacher shortages in various content areas and geographic areas, and especially in rural parts of the state. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators, ISDE encourages LEAs use of Title II-A funds to embrace Grow Your Own programs. LEAs can actively recruit current classified staff (paraprofessionals) into the teaching profession, using Title II-A funds to support them in their attainment of full certification. In addition, the state recognizes the need for more teachers and leaders of color, and is committed to increasing the number of American Indian and Hispanic/Latino

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teachers and recommends that LEAs support the full certification of teachers of color through available routes.

Idaho currently provides financial support for concurrent high school and college credit but, at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, ISDE is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

Partnership Supports

Idaho Division of Career and Technical Education (ICTE) offers a program to recruit and retain career and technical education (CTE) teachers who have qualified for endorsements in a CTE area based on their professional work experience. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS), then after completion of coursework and/or teacher training, advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. The LOS certification is a three-year interim certificate, and during that time, ICTE provides statewide and regional training for the LOS teachers through the Inspire Cohort. The goal of the Inspire Cohort program is to not only recruit and train new occupationally endorsed teachers but also to assimilate them into the teaching profession with connections to other LOS colleagues and a fully supported first-year experience and beyond. Inspire faculty, personal mentors, and state-level program managers provide the foundation for these new teachers at no out-of-pocket expense to the teacher. Oversight of the Inspire Cohort is maintained by ICTE, thus ensuring consistent training and mentoring, with a goal to produce a greater impact on student achievement sooner in their teaching careers. The Inspire Cohort is open to all LOS teachers employed in a CTE program and is funded with state funds for the purpose of encouraging completion of the program.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Idaho does plan to use some Title II-A funds to improve equitable access to effective teachers, as described above. Idaho will target Title II-A funds to schools in comprehensive support and improvement through the IPMP, in addition to the Title I-A funds used for the Idaho Superintendents Network and Idaho Principals Network (as described in section A(4)(viii)(e) of this plan). Title II-A funds will also be used to train teachers in Idaho's instructional framework and address educator mentoring. These strategies will help to ensure that all students have access to effective teachers.

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are

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taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, “*We are one teacher away from losing several programs.*” LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

Table 17: Proposed programs for supporting educators

Strategy	Timeline	Funding sources
Idaho Building Capacity Network	July 2017 to September 2022	Title I: School improvement
Idaho Superintendents Network		Title I: School improvement
Idaho Principals Network		Title I: School improvement
Idaho Principal Mentoring Project		Title II-A
Mentoring and Coaching		Title II-A
School Libraries		Title II-A
Instructional Framework		Title II-A

3. **System of Certification and Licensing (ESEA section 2101(d)(2)(B)):** Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

Educator certification in the state of Idaho is clearly defined within Idaho Administrative Code (IDAPA). This code puts forth rigorous expectations for teachers, pupil personnel, principals, directors of special education, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. IDAPA ensures that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes to certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. In addition, twenty percent (20%) of Standards for Initial Certification of Professional School Personnel are reviewed annually by the Idaho Professional Standards Commission in an effort to continuously maintain rigor and improve upon current practice. Specifics within IDAPA detailing specific requirements for educator certification are described in the following paragraphs:

A Standard Instructional Certificate requires: A minimum of 20 semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter which shall include at least three semester credit hours or four quarter credit hours in reading and its application to the content area. [IDAPA [08.02.02.015.01.a.i](#)] The certificate must include an endorsement area as well. Some endorsement requirements are as follows:

An All Subjects Endorsement requires: Twenty (20) semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least 6 semester credit hours, or 9 quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum of one additional subject area endorsement allowing teaching of that subject through grade nine or kindergarten through grade 12. [IDAPA [08.02.02.022.03](#)]

A Blended Early Childhood/Early Childhood Special Education Endorsement requires: A minimum of 30 semester credit hours, or 45 quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through

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grade three in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and application of technologies. [IDAPA [08.02.02.022.07](#)]

An Exceptional Child Generalist Endorsement requires: Thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. [IDAPA [08.02.02.023.07](#)]

A Secondary Content Area Endorsement requires: Preparation in at least two fields of teaching. One of the teaching fields must consist of at least 30 semester credit hours, or 45 quarter credit hours and a second field of teaching consisting of at least 20 semester credit hours, or 30 quarter credit hours. Preparation of not less than 45 semester credit hours, or 67 quarter credit hours, in a single subject area may be used in lieu of the two teaching field requirements. [IDAPA [08.02.02.015.01.c](#)]

Clinical Requirements Idaho Administrative Code articulates clinical requirements for teacher candidates. There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations. For the Standard Instructional Certificate, which includes all instructional endorsements, at least six semester credit hours, or nine quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement are required. [IDAPA [08.02.02.015.01.a.ii](#)]

Administrator Certification requires at least 30 semester credit hours, or 45 quarter credit hours of graduate study in school administration based on the specific administrator area (school principal, director of special education, or superintendent). The program must include the competencies of the Idaho Foundation Standards for School Administrators. [IDAPA [08.02.02.015.03](#)]

Alternative Routes to Certification When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative authorization for certification. An alternative authorization is valid for one year, and may be renewed for two additional years. Prior to application, a candidate must hold a Bachelor's degree. The LEA must provide supportive information attesting to the ability of the candidate to fill the position. [IDAPA [08.02.02.042](#)]

Alternative Authorization – Teacher to New Certification/Endorsement Candidates will work toward completion of the alternative route preparation program in conjunction with the employing LEA and the participating educator preparation program (college/university or non-traditional route). Candidates must complete a minimum of nine semester credits annually or make adequate progress to be eligible for extension of up to a total of three years. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. Additionally, the alternative authorization allows teachers to use the National Board Certification process to gain an endorsement in a corresponding subject area or by obtaining a graduate degree in a content specific area.

Two pathways are also available to some teachers, depending upon endorsement(s) already held.

- Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of certification in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. This pathway requires the successful completion of a one-year state-approved mentoring component.

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- Pathway 2 – Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the certification along with the successful completion of a robust one-year state-approved mentoring component. [IDAPA [08.02.02.042.01](#)]

Alternative Authorization – Content Specialist The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in an LEA with an identified need for teachers in that area. Alternative authorization in this area is valid for one year and renewable for up to two additional years. Prior to application, a candidate must hold a bachelor's degree. The candidate shall meet enrollment qualifications of the alternative route preparation program. A consortium comprised of a designee from the educator preparation program, a representative from the LEA, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. [IDAPA [08.02.02.042.02](#)]

Alternative Authorization – CTE Occupational Specialist The purpose of the occupational specialist certification is to permit individuals with several years of experience and often industry certification in a CTE-related occupation to teach secondary and postsecondary CTE students. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS) for individuals with 6,000 to 16,000 hours of full-time, recent, successful, and gainful employment. After completion of coursework and/or teacher training at each level, teachers advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. All occupationally certified teachers must meet the Idaho Standards for Initial Certification of Professional School Personnel. [IDAPA 08.02.036]

Content Knowledge, Pedagogy, and Performance As per [IDAPA 08.02.02.018](#), all certification and endorsement areas require the candidate to demonstrate content knowledge, pedagogy, and performance. The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

Teacher Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teacher Standards* (see Table 16 below). These standards provide guidelines for what all Idaho teachers must know and be able to do.

Foundation and Enhancement Standards 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 standard. 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.

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. These include 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 Idaho Core Teaching Standards but are still written in the same performance-based format: Knowledge and Performances.

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Table 18: Idaho Content Teaching Standards

Standard category	Standard number and title	Standard description
The Learner and 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.
	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.
Content Knowledge	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.
Instructional Practice	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.
Professional Responsibility	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.

Current Work Regarding Certification of Educators

The Professional Standards Commission (PSC) annually reviews 20 percent of the preparation standards to align with national standards and best practices. This process allows Idaho to keep up to

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date with standards and best practices. In addition, the Office of the State Board of Education has convened a Teacher Certification Workgroup to look at the current certification requirements. The purpose of the workgroup is to maintain high standards to assure that all students have access to highly effective, learner-ready teachers and other LEA staff to ensure academic achievement for all students. The identified areas of focus for the workgroup are:

- Bring current certification practices in alignment with Idaho statute and administrative code.
- In those areas where current practice is best practice, amend administrative code to align with practice.
- Areas where current practice is not aligned with state law:
 - Individuals teaching outside of grade ranges authorized by certificate (certificate limits the grade level range individuals can teach, regardless of the endorsement)
 - Active certificates with attached endorsements that are not authorized in IDAPA
 - Positions reported as pupil service staff for which no corresponding endorsement exists
- Review alternate routes to certification to determine whether Idaho's existing routes offer adequate flexibility for aspiring educators while also assuring qualified individuals capable of advancing student learning are in the classroom.
- Review the mechanism for individuals with specialized skills, or from industry, to teach one or two classes.

In addition, the State Board of Education's Teacher Pipeline Workgroup will make recommendations which may include rule or statute changes to remove barriers for effective teachers to enter and stay in Idaho's classrooms.

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Title II-A is focused on the needs of educators in high-poverty and high-minority schools. LEAs are required to assure that they are coordinating professional development to ensure that their teachers, principals, and other school leaders have skills to identify students with specific learning needs, particularly students with disabilities, English learners, gifted and talented students, and students with low literacy levels, and provide instruction based on the needs of such students.

5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

Data are collected on all state-led professional development activities to assess the quality and efficacy of those experiences. For example, the IPMP and IPN components of section A(4)(viii)(e) of this plan include survey data collected from participants of these programs in 2017.

Meaningful consultation was conducted with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, and consult with stakeholders regularly on how to best improve the activities to meet the purpose of this program. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

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6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Idaho is currently focusing its Title II-A funds toward supporting educators in rural, high-poverty, and high-minority schools. However, as stated above in section D(1), ISDE and the State Board of Education will investigate how we may use Title II-A funds to support teacher preparation and mentoring.

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E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Idaho State Department of Education (ISDE) has always implemented standardized procedures for identifying and exiting English (EL) students. However, ESSA provided the ISDE with an opportunity to revise the state's procedures for entrance and exiting students from EL services to comply with revisions to the law with the support and assistance of the ESSA EL Workgroup. The workgroup was comprised of district EL coordinators, principals, teachers, EL coaches, paraprofessionals, and higher education faculty from all educational regions in the state. LEAs with high to low incidence EL populations were also targeted for this work. The EL Workgroup began this work on September 16, 2016 with a face-to-face meeting and continued to meet during the 2016-2017 school year for a total of 6 meetings to establish standardized entrance and exit procedures that were appropriate and implementable by all districts and charter schools in Idaho. The Workgroup created a statewide Home Language Survey (HLS) and a "Decision to Assess" Matrix as well as guidance documents to assist all LEAs with this process. These documents can be accessed via the EL Department webpage: <http://www.sde.idaho.gov/el-migrant/el/index.html> under Resources Files, Program Information.

In addition, the LEA must sign an annual assurance with their consolidated application for federal funds stating that they will identify and assess potential English Learners within 30 days as outlined in the statewide standardized procedures. In addition, LEAs must also describe how they will serve identified English Learners.

In spring 2017 the ISDE Title III staff traveled to 15 locations around the state to provide training to all LEAs on the newly revised statewide entrance and exiting procedures. This major undertaking was necessary to ensure a successful statewide implementation beginning in August 2017. ISDE also updated Title III monitoring protocols to ensure LEAs are implementing the statewide entrance and exiting procedures.

All of this work has been well received by Idaho's LEAs, motivating the ESSA EL Workgroup members to continue serving as an EL advisory panel to the State EL/Title III department at the ISDE. This panel will collaborate with the Migrant Advisory Panel and will consist of some of the same members.

Entrance Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Entrance Procedures and Criteria:

Step 1: All LEAs administer the Statewide Home Language Survey (HLS) to all newly enrolling students in the district/charter. They then use the "Decision to Assess" Matrix to determine whether the student is a potential EL. Original HLSs are filed in students' cumulative files.

Statewide Home Language Survey Questions:

1. What language(s) are spoken in the home?
2. What language(s) does your student speak most often?

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3. What language(s) did your student first learn?
4. Which language does your child speak with you?
5. Which language do you use when speaking with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

The Home Language Survey is currently available in Spanish and is being translated in additional languages represented in the state. English and translated HLS forms are available on the Idaho State EL and Title III Programs website for all LEAs to download.

Step 2: If a student is identified as a potential EL, LEAs use additional resources and data to determine whether the student has already been identified as an EL in another LEA. If the following resources indicate that the student either has screened out of EL eligibility or has previously exited from EL programming, then the student does not qualify for EL program placement.

- Idaho's English Learner Management System (ELMS)
- Cumulative file review for WIDA assessments
- Cumulative file review for English Learner Plans
- Cumulative file review for EL exit forms
- Communication with previous district (if necessary)

Step 3: LEAs proceed with English Language Proficiency (ELP) Screener Assessment, either WIDA Kindergarten W-APT or WIDA Screener, depending on the student's grade level and time of year of enrollment. They use the following Statewide EL Entrance Criteria to determine whether a student qualifies for EL or whether they screen out of EL eligibility.

Table 19: Idaho's Statewide EL Entrance Criteria

Grade	First semester	Second semester
Kindergarten	Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional" Reading must be 6+ points Writing must be 5+ points	Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional" Reading must be 11+ points Writing must be 14+ points
1 st Grade	<u>Kindergarten W-APT</u> Listening/Speaking must = 29 or 30 points "Exceptional" Reading must be 14+ points Writing must be 17+ points	(Same as 2 nd -12 th grade)
2 nd – 12 th Grade	<u>ACCESS Screener Assessment</u> 5.0 Composite Proficiency Level + at least 4.0 in each domain of listening speaking, reading, and writing.	

Screener assessment and program placement must occur within 30 days of the student's enrollment in the LEA. In order to ensure that potential ELs with special needs are correctly identified, the EL advisory panel will collaborate with special education stakeholders to establish alternate entrance criteria and processes for identifying ELs with special needs.

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The ESSA EL Workgroup created a statewide process for identifying students whose parents may have indicated “English Only” on their Home Language Survey but who have exhibited characteristics of second language learners necessitating a need to amend the original HLS. In addition, the workgroup developed a statewide process to remove the EL designation from a student who was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form including an option to waive ELD services.

Exit Procedures: Idaho’s ESSA EL Workgroup has established the following EL Program Exit Procedures and Criteria:

Step 1: LEAs review annual EL proficiency assessment data to determine which students have met Idaho’s EL Exit Criteria. Idaho administers the WIDA ACCESS 2.0 or Alternate ACCESS to annually assess for EL proficiency.

ACCESS 2.0 exit criteria
5.0 Composite Proficiency Level + at least a 4.0 in each domain of listening, speaking, reading, and writing.

Step 2: When students meet the exit criteria on the English language proficiency assessment, LEA staff members redesignate students to “exited year 1 monitoring” status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year in which the student met the exit criteria. In other words, LEAs must use the results from the spring ACCESS 2.0 and Alternate ACCESS assessment to update students’ EL status in their school information system and inform parents by the end of the school year.

Step 3: LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand to inform them of their child’s program exit. In addition LEAs inform parents/families of the child’s transition into a monitoring status for two years.

In order to ensure that ELs with special needs are correctly exited, the EL advisory panel will collaborate with special education stakeholders to establish criteria and processes for exiting ELs with special needs as well as Alternate ACCESS exit criteria.

2. **SEA Support for English Learner Progress (ESEA section 3113(b)(6)):** Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.

Assistance to LEAs for Long-Term Language Proficiency and Academic Goals

The State EL/Title III Department exists to assist LEAs with creating, implementing, and improving language instruction educational programs that provide equal learning opportunities for ELs. In order to achieve this, the State EL/Title III Department will analyze the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). This ongoing and annual analysis will assist the department in determining statewide and individualized support needed for LEAs.

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Moreover, with EL accountability now housed under Title I, the State EL/Title III Department staff are critical members on the previously mentioned State Technical Assistant Team (STAT). This group will be responsible for tracking progress, discussing data, and identifying needs and resources.

Additionally, the department will continue to review and monitor LEAs' annual EL plan within the Consolidated Federal and State Grants Application (CFSGA). LEAs must describe their Language Instruction Educational Program(s) (LIEP) to serve their ELs. These plans also include an opportunity for the LEA to describe linguistic and academic goal(s) for their English learners. Furthermore, LEAs describe within their State EL Plans their methods for meeting these linguistic and academic goals by describing coordination of services with other supporting programs, method for incorporating WIDA English Language Development Standards within instruction, and professional learning opportunities provided to all staff in the LEA on best practices in teaching English learners. The State EL/Title III Department will review the LEAs linguistic and academic goals for alignment to the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). Additionally, the department uses this information to support LEAs in their individualized efforts. For example, if neighboring LEAs have similar goals, ISDE can target support regionally.

Currently, the ISDE has the following supports in place for schools and LEAs that can be tailored to address the specific linguistic and academic needs of their ELs:

Cross Collaboration

The EL/Title III Department engages in state-level collaboration with other ISDE programs such as Special Education, Migrant, Title I, and others to address the needs of English Learners. Examples of state-level collaboration include professional learning opportunities for administrators, teachers, and paraprofessionals of English Learners as well as a consolidated grant application and program monitoring for LEAs. The STAT team is another example of cross collaboration.

Ongoing Technical Assistance

Ongoing technical assistance for all LEAs is provided in a variety of ways listed below. However, individualized technical assistance can be requested by an LEA at any time and may be delivered through a variety of methods:

1. Phone, email, and individual site visits
2. The EL Department webpage <http://sde.idaho.gov/el-migrant/el/index.html>
3. Quarterly webinars
4. Biweekly newsletters
5. Regional trainings

Idaho Legislature

The Idaho Legislature provides funding to LEAs for ELs. House Bill 287 appropriates \$450,000 for three-year grants to assist LEAs with meeting the academic needs of English Learners. House Bill 289 provides over 1 million dollars for research-based programs for ELs.

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State Title III Consortium

State Title III Consortium employs two (2) EL coaches who travel to LEAs around the state to support them and provide onsite technical assistance personalized to their needs.

EL Advisory Panel

The EL advisory panel assists the ISDE with state-wide planning and support on EL-related topics such as creating state-wide identification and exiting criteria for all LEAs.

Professional Development/Training

The Idaho State EL/Title III Department provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. ISDE recognizes that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. In fall 2017 the ISDE EL/Title III Department will provide regional intensive professional learning workshops on classroom instructional strategies for classroom teachers K-12 to support language development through content instruction.

State and National Partnerships

The State/Title III Department staff participates in and collaborates with multiple national partners and other state agencies for support in trending EL topics: Teaching English to Speakers of Other Languages (TESOL), Center for Applied Linguistics (CAL), WIDA, Wisconsin Center for Educational Research (W-CER), Regional Educational Laboratory (REL), Chief Counsel of State School Officers (CCSSO), EL State Collaborative on Assessment Student Standards (SCASS), Title I National Organization, and National Association of State Title III Directors. Lastly, additional partnerships with Idaho's institutes of higher education provide components of EL education in preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

The ISDE will continue to adapt, create, and implement additional supports for ELs in Idaho's schools based on need as identified through data.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:
 - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring the implementation of Federal programs and the use of funds is a requirement of each of the Federal programs and an essential function of the ISDE. The ISDE monitors all LEAs thoroughly and in a variety of ways to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education. Moreover, the ISDE provides leadership and guidance to LEAs through technical assistance for the purpose of assisting LEAs with implementing highly effective educational programs to increase student achievement in Idaho. ISDE implements the following processes for monitoring federal programs including Title III-A:

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Consolidated Federal and State Grant Application (CFSGA)

The Idaho Consolidated Federal & State Grant Application serves as an LEA's application for federal program funds. A consolidated approach, instead of separate applications for each of the individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden. In addition, the CFSGA allows the EL>Title III Coordinator to monitor/review annual applications for Title III compliance, linguistic and academic goals, and use of funds. If an LEA's plan does not meet the criteria for approval, she coaches the LEA until the plan meets all the requirements. This approach is proactive in that it provides assistance before the LEA receives funding.

Selection Process for Onsite and Desk Monitoring of LEAs

In determining the list of LEAs to be monitored for the upcoming school year, the ISDE reviews several considerations:

1. The list of LEAs considered for monitoring in the upcoming year are derived from the ISDE's Ongoing LEA Master List, which identifies the year each LEA was last monitored.
2. Each federal program identifies risk factors for the LEAs identified for potential monitoring. Risk factors may be determined using data including the following:
 - State assessment performance data
 - Date/Year the LEA was previously monitored
 - Number and type of findings from the previous monitoring visit (such as programmatic, fiscal, policy, repeat findings)
 - Results of previous findings
 - Personnel turnover – new or inexperienced federal programs director or new superintendent
 - Audit Findings (such as incomplete audits or type of audit findings)
 - Significant carryover balances
 - Non-participation in state offered trainings
 - Other "high-risk" factors identified by ISDE program coordinators (such as sudden and/or significant increase in English Learners, formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights)
3. Approximately 25 LEAs are identified for monitoring annually. Monitoring is conducted by ISDE program staff either through on-site or desk monitoring.

Monitoring Process for Title III –A

During the monitoring visit, the EL>Title III Coordinator conducts classroom observations, interviews with staff, principals, students, and parents to determine if the LEA is addressing the linguistic and academic needs of their ELs. Additionally, the coordinator seeks evidence of support for the linguistic and academic goals described in the CFSGA.

Consolidated State Performance Report (CSPR)

Annual CSPR data submitted by the LEA for federal reporting is another opportunity for monitoring and possible technical assistance. LEA data is reviewed for accuracy as well as for state and local level trends.

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Participation in STAT Team

As mentioned before, the State EL>Title III department will work with the STAT team to monitor the progress of LEAs and provide technical assistance based on the recommendations of this team.

The above mentioned activities and processes will assist the ISDE in identifying LEAs that may need more specific and individualized support in identifying effective strategies for their ELs. If an LEA continues to struggle with implementing effective strategies for EL English proficiency, the ISDE will convene with the STAT team to determine additional resources needed to provide intensive support. Resources could include, but not limited to, in-depth professional development, recommendations for Title III program revisions and opportunities for peer observations with successful Title III districts.

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F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

State Level Activities

Four percent of Idaho's Title IV-A allocation targeted for state activities total \$77,600, of that, approximately \$20,000 will be directed toward required activities including training LEAs on applying for Title IV-A funds through the ISDE's Consolidated State and Federal Grant Application and compliance monitoring. The remaining \$57,600 will be prioritized to expand professional development surrounding STEM in concert with the STEM Action Center.

LEA Optional Use of Funds Aligned with State Level Activities

ISDE will leverage and expand the resources and support of the Governor's STEM Action Center by assuring LEAs are aware of the Center and the training and tools it offers to engage more students in STEM related coursework and activities. The primary function of the STEM Action Center is to support a well-rounded STEM education for all Idahoans, K – career. This is accomplished by creating partnerships with other state agencies, out of school entities, non-profits, educators, administrators, communities, businesses, and industries to support the development of Idaho's STEM talent pipeline, ensuring continued growth of Idaho's STEM-based economy. The STEM Action Center will continue to focus on opportunities for educators, students, and communities by supporting professional development for educators, grants for resources and communities, STEM awareness events, and opportunities for students to participate in STEM competitions, camps, internships, mentorships, and apprenticeships. Targeted support, leveraging both federal and state funding, will help to ensure equitable access to and awareness of STEM for all students throughout Idaho.

The ISDE and STEM Action Center will work collaboratively to inform districts and to provide guidance in implementation regarding the wide range of activities that are permissible under Title IV-A to improve STEM instruction and learning. Examples of how state funds will be used to increase STEM activity in LEAs include:

- Expansion of high-quality STEM courses.
- Increased access to STEM for underserved and at-risk student populations.
- Support for student participation in nonprofit STEM competitions.
- Increased opportunities for hands-on learning in STEM.
- Integration of other academic subjects, including the arts, into STEM subject programs.
- Creation or enhancement of STEM specialty schools.
- Integration of classroom-based, afterschool, and informal STEM instruction.

Idahoans understand that a well-rounded, community-oriented, student-focused education provides the knowledge and skills to live, learn, work, create, and contribute to society. STEM experiences enhance 21st century workforce skills such as collaboration, innovation, problem-solving, critical and creative thinking, and teamwork. These experiences should be integrated across disciplines and should focus on project-based learning, inquiry, and discovery. All students should have the opportunity to learn these critical 21st century workforce skills. Therefore, the Idaho STEM Action Center will work collaboratively with Idaho state educational agencies to transform how Idaho educates our children in order to enhance their life prospects, empower their communities, and build an inclusive, sustainable, innovation-based economy where our citizens can thrive.

Title IV-A state funds will also support ISDE staff in providing technical assistance for LEAs in the

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creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

The ISDE will support LEAs in directing their Title IVA allocations to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, world languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Existing state supports will be leveraged to increase the impact of LEA Title IV-A funds around strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well-rounded education that includes professional development for teachers, instructional coaches and mastery education funded by state dollars.

Additionally, the ISDE plans on leveraging state and local resources to imbed music, the arts, foreign languages, environmental education and civics to expand offerings for students. Partners include the Idaho Commission for Libraries, the Idaho Commission on the Arts, and the Wassmuth Center for Human Rights. Resources from these entities will be compiled and provided to LEAs seeking to expand their course offerings and supplemental materials.

Regarding supporting safe and healthy students, LEA Title IV-A funds may increase existing efforts to equip LEA personnel with best practices around crisis intervention, school violence prevention, suicide prevention and alternatives to suspensions and expulsions through existing statewide trainings and resources.

Table 20: Title IV-A use of funds

Strategy	Timeline	Funding sources
Provide specialized STEM professional development to LEAs.	Ongoing and on demand	Federal Title IVA funds

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The ISDE established an estimate for each LEA based on the prior year Title I-A allocation and a hold harmless amount of \$10,000. As such, the calculations for LEA awards are a combination of \$10,000 and a proportional amount based on Title I-A.

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G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

ISDE reserves 2 percent of the appropriated amount for administration (approx. \$110,000), which supports 1.08 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The administration funds for Title IV-B are used to support eligible LEAs, Community-Based Organizations, Indian tribes or tribal organizations, and other public/private entities. Each year the ISDE provides regional trainings for interested organizations in applying for Title IV-B grant funds. The ISDE also use administrative funds for costs associated with the peer review process and required USED meetings.

ISDE reserves 3 percent of the appropriated amount for state activity (approx. \$270,000), which supports 0.9 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The state activity funds for Title IV-B are used to support current grantees in providing monitoring and technical assistance. The ISDE partners with the Idaho Afterschool Network and Idaho STARS in developing and implementing school age quality standards, which state activity funds support regional coordinators to provide all areas of Idaho in-depth coaching and technical assistance. The ISDE also uses state activity funds to perform a statewide evaluation to assess the program's effectiveness in meeting performance measures.

Table 21: Title IV-B use of funds

Strategy	Timeline	Funding sources
New Grantee Training	Summer 2017	Title IV-B State Administrative Funds
21 st CCLC Directors Meeting	Fall 2017	Title IV-B State Activity Funds
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
21 st CCLC Directors Meeting	Spring 2018	Title IV-B State Activity Funds
21 st CCLC Summer Institute	Summer 2018	Title IV-B State Administrative Funds
Grantee Monitoring & Technical Assistance	Ongoing	Title IV-B State Activity Funds

2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

ISDE reserves not less than 93 percent of the appropriated amount for LEA subgrants (approx. \$5.2 million). Each year the ISDE hosts a grant competition (as unallocated funds allow) to applicants according to ESEA Sec. 4201(b)(3). The ISDE awards 5-year grants with a minimum of \$50,000 per award. Award amounts are based on the applicants needs and services provided to students; however, the ISDE provides guidance to applicants on typical award amounts based on per-pupil expenditures.

The ISDE awards subgrants through a competitive process based on the merit of an applicant's grant application: needs assessment for before and afterschool programs, project design, measures of effectiveness, budget, and other assurances as outlined in ESEA Sec. 4204. The ISDE awards additional points for entities that target students: (1) attending schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities

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under ESEA Sec. 1111(d); and (2) who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

The ISDE provides technical assistance and facilitates the grant application process; however, does not participate in the decision making of the awards to applicants. The ISDE recruits a variety of peer reviewers (via email, newsletter, website, press release), which consists of individuals with diverse expertise, organization representation, geographic location, gender, racial and ethnic representation. The ISDE trains all reviewers and hosts a 1-day in-person meeting to discuss submitted applications. Ultimately, the peer reviewers make the decision of awarded applications based on the applicant's grant application and established scoring rubric.

Table 22: Title IV-B awarding subgrants timeline

Strategy	Timeline	Funding sources
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Grant Application Opens	Fall 2017	
Grant Application Closes	January 2018	
Peer Review	Spring 2018	
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
Grant Awards Announced	April 2018	
Funding to Grantees Begins	July 1	Title IV-B LEA Subgrants

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H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. **Outcomes and Objectives** (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

74% (113 of 153) of Idaho's LEAs and schools meet the state's definition of rural. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs <http://www.sde.idaho.gov/federal-programs/rural/index.html>. The plan was created in consultation with LEAs. The process for grant applications includes the Consolidated Federal and State Grant Application (CFSGA) online reporting system for LEAs to submit an application that includes budget, selected activates for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year.

Table 23: Title I-B objectives and outcomes

Objective	Outcome
Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school.	Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards.
Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs.	Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibly at annual regional meeting.

2. **Technical Assistance** (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as in-person training at least twice per year with LEA technical assistance as needed. In addition, Idaho rural LEAs have the opportunity to be part of Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Oregon, and Washington participate in NW RISE.

The project is part of the Northwest Comprehensive Center and includes two face-to-face meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account through Schoology. In addition, consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through the Idaho Superintendents Network and Idaho Principals Network.

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I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title IX, Subtitle B

1. Student Identification (*722(g)(1)(B) of the McKinney-Vento Act*): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

All LEAs are required to have a local board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and Local Liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided from the National Center for Homeless Education toll-free help line. ISDE requires a Student Residency Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. This living status form is disseminated twice per year. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISSE) K–12 longitudinal data management system. Samples are available at <http://www.sde.idaho.gov/federal-programs/homeless/index.html>

2. Dispute Resolution (*722(g)(1)(C) of the McKinney-Vento Act*): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website (www.sde.idaho.gov/federal-programs/homeless/index.html). All LEAs must have a dispute resolution policy that aligns with the state policy. This requirement is checked during federal program monitoring visits, and LEAs submit assurances when they submit their CFSGA. All LEAs must have a written notice of decision, also part of our monitoring process. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process.

3. Support for School Personnel (*722(g)(1)(D) of the McKinney-Vento Act*): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

ISDE provides staff development to Homeless Liaisons, including: provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others. All liaisons are required to attend an annual face to face meeting for up-to-date training on McKinney-Vento and Homeless Education. Webinars and trainings are offered by the state and the National Center for Homeless Education throughout the year. Local designated liaisons are required to have annual training for all staff including transportation, nutrition, custodial, and secretarial on their role and specific needs of homeless children and youth. Idaho is beginning a partnership with Edify who has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of

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specific topics, units, and lessons. Liaisons who pass assessments for each level's lessons receive a certificate of achievement. This technology will allow the State Coordinator to assess Liaison learning outcomes in real time to target technical assistance and resources.

4. **Access to Services** (*722(g)(1)(F) of the McKinney-Vento Act*): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
1. **Public preschool programs:** ISDE's Student Residency Questionnaire (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.
2. **Equal Access to Appropriate Secondary Education and Support Services:** The state coordinator provides training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without barriers to full or partial credit. Training and resources are being developed for school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.
3. **Eligible Children and Youth Do Not Face Barriers:** Every effort is made by all Homeless Liaisons and the state coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate in extracurricular activities. ISDE is actively coordinating and collaborating with state athletic associations to ensure access and opportunity for students.
5. **Strategies to Address Other Problems** (*722(g)(1)(H) of the McKinney-Vento Act*): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;

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- iv. guardianship issues; or
- v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. LEAs are required to set aside a minimum 0.25 percent of the Title I allocation for homeless students. This can be used for all the above, as needed. For all subgrants and beginning in 2016–2017, a needs assessment must be completed for the set-aside. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance about how to remove barriers to school access throughout the state in its resource documents, trainings, and articles for publication. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. The State Coordinator is working in partnership with the Idaho Volunteer Lawyers Program to assist liaisons and youth across the state with issues and barriers that cannot be resolved at the local level. LEA's requiring uniforms must provide these items to enrolled homeless or foster youth. In addition, MV Homeless Education Grant funds and homeless set aside funds can be used to provide necessary clothing for school dress codes or school activities.

6. **Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act):** Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The state coordinator provides training and technical assistance to LEA Liaisons and staff on all provisions of the law including those related to fees, fines, and absences. The ISDE and all LEAs must have a current homeless education policy that removes barriers including those due to enrollment and retention due to outstanding fees or fines, or absences. This is monitored at the LEA level through the federal program monitoring process.

7. **Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.**

The state coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. A new indicator has been added to the 17-18 monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid. ISDE training will be offered to counselors as well as training in collaboration with Higher Education program staff.

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Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

Mathematics baseline, long-term goals and interim targets

Mathematics	Baseline	Interim progress						Long-term goal
		2016	2017	2018	2019	2020	2021	
All Students	41.6%	44.8%	48.0%	51.2%	54.4%	57.6%	60.8%	
Economically Disadvantaged Students	30.3%	33.8%	37.3%	40.8%	44.3%	47.8%	51.3%	
Students with Disabilities	15.2%	19.8%	24.4%	29.0%	33.6%	38.2%	42.8%	
English Learners	7.1%	12.2%	17.3%	22.4%	27.5%	32.6%	37.7%	
Minority Students	25.8%	29.8%	33.8%	37.8%	41.8%	45.8%	49.8%	

English Language Arts/Literacy baseline, long-term goals and interim targets

ELA/Literacy	Baseline	Interim progress						Long-term goal
		2016	2017	2018	2019	2020	2021	
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.0%	68.6%	
Economically Disadvantaged Students	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	
Students with Disabilities	15.0%	19.7%	24.4%	29.1%	33.8%	38.5%	43.2%	
English Learners	6.9%	12.0%	17.1%	22.2%	27.3%	32.4%	37.5%	
Minority Students	37.4%	40.9%	45.4%	45.4%	49.9%	54.4%	58.9%	

B. Graduation Rates

Graduation rate baseline, long-term goals and interim targets

Graduation rate	Baseline	Interim progress						Long-term goal
		2016	2017	2018	2019	2020	2021	
All Students	78.9%	81.2%	83.4%	85.7%	87.9%	90.2%	92.5%	
Economically Disadvantaged Students	72.0%	75.0%	78.0%	81.0%	84.0%	87.0%	90.0%	
Students with Disabilities	58.4%	62.9%	67.3%	71.8%	76.2%	80.7%	85.1%	
English Learners	72.3%	75.3%	78.2%	81.2%	84.2%	87.1%	90.1%	
Minority Students	72.3%	75.3%	78.2%	81.2%	84.2%	87.1%	90.1%	

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C. Progress in Achieving English Language Proficiency

English proficiency baseline, long-term goals and interim targets

Baseline	Interim progress					Long-term goal
	2018	2019	2020	2021	2022	
33.2%	36.9%	40.6%	44.3%	48.1%	51.8%	

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Appendix B: Idaho's Accountability Framework

01. School Category.

- a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- c. Alternative High Schools

02. Academic Measures by School Category.

- a. K-8:
 - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
 - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
 - iii. ISAT proficiency gap closure.
 - iv. Idaho statewide reading assessment proficiency.
 - v. English Learners achieving English language proficiency.
 - vi. English Learners achieving English language growth toward proficiency.
- b. High School:
 - i. ISAT proficiency.
 - ii. ISAT proficiency gap closure.
 - iii. English Learners achieving English language proficiency.
 - iv. English Learners achieving English language growth toward proficiency.
 - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- c. Alternative High School:
 - i. ISAT proficiency.
 - ii. English learners achieving English language proficiency.
 - iii. English learners achieving English language growth towards proficiency.
 - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

03. School Quality Measures by School Category.

- a. K-8:
 - i. Students in grade 8 enrolled in pre-algebra or higher.
 - ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
 - iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- b. High School:
 - i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

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- ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
 - iii. Students in grade 9 enrolled in algebra I or higher.
 - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- c. Alternative High School:**
- i. Credit recovery and accumulation.
 - ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
 - iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
 - iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

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Appendix C: GEPA 427 Statement

Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation.

The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; pre-program gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.

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Appendix D: Research Supporting Educator Mentoring Focus

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