

**IDAHO DEPARTMENT OF EDUCATION
JUNE 16-18, 2026**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S K-12 UPDATE	Information Item
2	COLLEGE AND CAREER COMPETENCIES	Action Item
3	ADOPTION OF PRAXIS ASSESSMENTS AND QUALIFYING SCORES	Action Item

**IDAHO DEPARTMENT OF EDUCATION
JUNE 16-18, 2026**

SUBJECT

Superintendent's K-12 Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education bylaws establish the Superintendent of Public Instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and by Idaho Code or as established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education on the Superintendent's priorities moving forward.

- 2026 Summer Work
- Legislative Implementation Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

This item is for informational purposes only.

**IDAHO DEPARTMENT OF EDUCATION
JUNE 16-18, 2026**

SUBJECT

College and Career Readiness Competencies

REFERENCE

April 2017	The Board reviewed and discussed the College and Career Readiness Competencies and requested the addition of “Knowledge of Core Subjects.”
June 2017	The Board approved the College and Career Readiness Competencies.
November 2024	The Board approved Pending rule Docket 08-0203-2401, replacing the existing Senior Project with the Future Readiness Project as a minimum graduation requirement.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Idaho State Board of Education College and Career Readiness Competencies
(Incorporated by Reference)

BACKGROUND/DISCUSSION

In November 2016, the Board convened a work group to develop a common definition of “college and career readiness” to help state agencies, institutions, and public schools align their efforts, expectations, and outcomes. The work group was composed of agency-level executives from the State Board of Education, Department of Education, Division of Career Technical Education, Governor’s Office, Department of Commerce, Department of Labor, institutions of higher education (2-year and 4-year), the Idaho Indian Education Committee, and industry partners.

The College and Career Readiness Competencies were the outcome of this work group and serve as a foundation for strong cross-sector strategic planning to ensure students are prepared to transition successfully from high school to postsecondary education and their next learning experience or the workforce.

Since taking office, Superintendent Critchfield and the Idaho State Department of Education (Department) staff have made updating Idaho’s graduation requirements a top policy priority. Her goals include making the minimum graduation requirements relevant to students while ensuring access to the skills, resources, and credentials they need to become engaged, successful citizens.

During the 2025 Session, the Idaho Legislature approved the first comprehensive update to the graduation requirements in over a decade. Part of these updates included replacing the existing Senior Project with the Future Readiness Project. The new Future Readiness Project must include an experiential component, such as an apprenticeship, internship, volunteer work, or a related extracurricular activity. Shifting the focus from students demonstrating learning to acquiring real-world skills supports Idaho’s statewide college and career initiatives from the past decade – Advanced Opportunities (2015), College and Career Advisor dollars

(2016), and LAUNCH and Idaho Career Ready Students (2023).

To further support a common language and framework around skills acquisition, the Department proposes renaming the College and Career Readiness Competencies to the Idaho Career Readiness Competencies. This revision clarifies that readiness is not a stopping point at college enrollment, but a continuum that includes college, workforce training, military service, and long-term career advancement. It also promotes the integration of the competencies and their common language into higher education.

The Department also proposes changing the “Knowledge of Core Subjects” competency title to “Curiosity and Learning Transfer”, along with a corresponding definition update. Strong academic foundations in language arts, mathematics, science, and social studies remain essential. However, the revised title and definition more clearly emphasize lifelong learning, intellectual curiosity, and the ability to apply and transfer knowledge across disciplines and into real-world contexts. The change shifts the focus from content acquisition alone to the application and use of knowledge in new contexts.

IMPACT

If adopted, the proposed changes will improve statewide communication and reinforce long-term readiness across postsecondary education, training, and workforce pathways.

The Department will take the lead in ensuring that professional development is available in alignment with updated competencies and will develop and release materials and resources accordingly. The Department has engaged a graphic designer to rebrand the competencies using visual guides that are both engaging and appealing to students, educators, and industry professionals.

Additionally, as the Competencies are included in administrative rule, the approved changes will be put forward as a proposed rule change to update IDAPA 08.02.03. This realignment is proposed as Proposed Rule Docket No. 08.0203.2601.

The scope and purpose of the framework remain unchanged. The revision strengthens clarity and statewide messaging while maintaining the Board’s original intent.

ATTACHMENTS

Attachment 1 – College and Career Readiness Competencies Redline

Attachment 2 – Career Readiness Competencies and Subskills Draft

Attachment 3 – Competency Rebrand Samples

BOARD STAFF COMMENTS AND RECOMMENDATIONS

After the College and Career Competencies were initially created, they were primarily used for the Department’s work with schools implementing a mastery-based education approach. Board staff applauds the Department’s work to increase their value and use through this update.

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As a part of this update, the Department has created supporting documents that outline the attributes and skills students will show as they progress from elementary school to career and lifelong learning (Attachment 3). Prior to bringing the competencies to the Board, staff from both the Board and Department presented them to career center staff of our public institutions. The overall feedback from the institutions was positive; they feel that these documents align well with their work. The institutions provided some feedback to improve alignment, and the Department updated their draft documents accordingly. Board staff appreciates the Department's willingness to engage in this collaborative process, which increases the opportunity for the competencies to be used across Idaho's public education system.

Board staff recommends approval.

BOARD ACTION

I move to adopt the proposed changes to the College and Career Competencies, as submitted by the Idaho Department of Education, in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce.

Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- ~~Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.~~
- Curiosity and Learning Transfer: Demonstrate curiosity and a commitment to lifelong learning by asking questions, seeking understanding, and making connections across learning experiences. Apply and transfer knowledge and skills to new situations, challenges, and environments in school, postsecondary education, the workplace, and life.
- Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

- Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.
- Digital Literacy: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.
- Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.
- Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.
- Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.
- Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.²

IDAHO CAREER READINESS COMPETENCIES

Competencies & Subskills



IDAHO DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT | COLLEGE AND CAREER READINESS

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

05/05/2025

COMPETENCIES-AT-A-GLANCE

Competencies At-A-Glance

AT-A-GLANCE

IDAHO DEPARTMENT OF EDUCATION
IDAHO CAREER READINESS COMPETENCIES

PG 3

1
CURIOUSITY & LEARNING TRANSFER

2
CRITICAL THINKING & CREATIVE PROBLEM SOLVING

3
ORAL & WRITTEN COMMUNICATION

4
TEAMWORK & COLLABORATION

5
DIGITAL LITERACY

6
LEADERSHIP

7
PROFESSIONALISM & WORK ETHIC

8
CAREER EXPLORATION

9
CITIZENSHIP

10
FINANCIAL LITERACY

IDAHO DEPARTMENT OF EDUCATION

COMPETENCIES AND SUBSKILLS

1. Curiosity and Learning Transfer

Description:

Demonstrate curiosity and a commitment to lifelong learning by asking questions, seeking understanding, and making connections across learning experiences. Apply and transfer knowledge and skills to new situations, challenges, and environments in school, postsecondary education, the workplace, and life.

Subskills:

- Asking Questions and Exploring Ideas
- Making Connections Across Learning
- Applying Learning in New Situations
- Reflecting and Improving Learning

Critical Thinking and Problem Solving

Description:

Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Subskills:

- Analyzing Information
- Evaluating Evidence
- Developing Solutions
- Reflecting on Reasoning

3. Oral and Written Communication

Description:

Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.

Subskills:

- Expressing Ideas Clearly
- Listening and Understanding Others

- Adapting Communication
- Providing and Responding to Feedback

4. Teamwork and Collaboration

Description:

Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.

Subskills:

- Contributing to Teams
- Shared Responsibility
- Respecting Different Perspectives
- Resolving Conflict and Challenges

5. Digital Literacy

Description:

Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

Subskills:

- Finding and Evaluating Information
- Creating and Communicating with Technology
- Responsible Digital Participation
- Using Technology to Solve Problems

6. Leadership

Description:

Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Subskills:

- Initiative and Ownership
- Influencing and Supporting Others
- Decision Making and Accountability

- Contributing to Communities

7. Professionalism and Work Ethic

Description:

Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.

Subskills:

- Responsibility and Reliability
- Integrity and Ethical Behavior
- Perseverance and Adaptability
- Reflecting and Improving Performance

8. Career Exploration

Description:

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.

Subskills:

- Exploring Career Options
- Connecting Interests and Strengths
- Planning Education and Career Goals
- Testing Career Interests Through Authentic Experiences

9. Citizenship

Description:

Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.

Subskills:

- Understanding Communities and Systems

- Respecting Different Perspectives
- Civic Participation and Engagement
- Contributing to the Common Good

10. Financial Literacy

Description:

Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.

Subskills:

- Managing Financial Resources
- Financial Decision Making
- Planning for Financial Futures
- Understanding Risk and Tradeoffs

IDAHO CAREER READINESS COMPETENCIES

Competency Rebrand Samples



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05/05/2026

COMPETENCY REBRAND SAMPLES

The following pages include visual samples of resources included in the newly branded Idaho Career Readiness Competency toolkit. The refreshed Idaho Career Readiness Competencies introduce a cohesive visual identity designed to reflect both clarity and continuity across a learner’s journey. Each band level is represented by a distinct color, creating an intuitive way to differentiate stages while maintaining a unified system that can be recognized and applied across K–12, postsecondary, workforce, and lifelong learning contexts. These colors are intentionally designed to be universal, allowing educators, employers, and partners to share a common visual language regardless of setting. Arrows are embedded throughout the design to reinforce a key idea: there is no final endpoint to readiness. Instead, the competencies represent an ongoing progression, emphasizing growth, adaptability, and continuous development over time.

Competency Toolkit Cover Page



Competency Overview

IDAHO COLLEGE & CAREER READINESS COMPETENCIES OVERVIEW

PURPOSE

Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce.

Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

DEFINITION

College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

HISTORY

Approved on June 15, 2017, by the Idaho State Board of Education, the Idaho College and Career Readiness Competencies define the knowledge, skills, and attributes students need to successfully transition from high school into postsecondary education and/or the workforce.

Following adoption, subskills and performance level descriptors were developed through the collaborative work of the Idaho Mastery Education Network and the Idaho State Department of Education. These resources supported mastery-based learning environments by clarifying expectations for student growth and demonstrating how competencies could be measured through authentic performance.

Beginning in 2025–2026, the competencies received a major structural and instructional overhaul to support whole-school implementation across Idaho schools. This update intentionally moved the competencies beyond a mastery-only context and repositioned them as a shared, flexible framework that can be embedded across classrooms, programs, and student experiences, regardless of instructional model.

This update keeps the intent of the competencies and makes them easier for educators to use in planning, advising, and supporting students.

TERMS

Competencies represent the knowledge, skills, and attributes that help students persevere in life and ensure they are ready for college and careers. Competencies are specific, measurable, and transferable,

and are experienced through learning opportunities in conjunction with Idaho Content Standards. Authentic work and performance provide evidence of growth. Some competencies may receive greater emphasis at certain grade levels or within specific courses of study.

Subskills represent the identified abilities, processes, and strategies that enable students to develop and demonstrate the broader competencies. Subskills clarify what competency development looks like in practice and support instructional design, learning experiences, and assessment.

Performance Level Descriptors are written as positive, developmental, and student-friendly “I can” statements that describe observable actions and behaviors. In the updated framework, descriptors are organized into four developmental bands: Elementary (K–5), Middle Grades (6–8), High School (9–12), and Career/Postsecondary. These bands reflect progression across contexts rather than fixed grade-level expectations. Learners may demonstrate different performance levels across competencies at the same time, progressing at their own pace based on evidence of learning.



Framework Structure

FRAMEWORK STRUCTURE



IDAHO
CAREER
READINESS
COMPETENCIES



PG 4

FRAMEWORK OVERVIEW

A key feature of the framework is that it is developmental. The competencies are not meant to be mastered once and completed. Instead, they grow over time as individuals encounter new expectations, environments, and challenges.

THE FIVE DEVELOPMENTAL LEVELS

The framework includes five developmental levels:

- 1. Elementary (K-5)**
Individuals build understanding and practice skills with support
- 2. Middle Grades (6-8)**
Individuals apply skills in structured situations and explain their thinking
- 3. High School (9-12)**
Individuals apply skills independently and intentionally across contexts
- 4. Postsecondary / Early Career**
Individuals apply skills in academic and workplace settings, receive feedback, and refine their approach based on expectations and outcomes
- 5. Workforce / Lifelong Learning**
Individuals continue to develop and adapt their skills over time, applying them across changing contexts, roles, and life experiences, and contributing to the growth and well being of others when appropriate

This progression reflects a shift from understanding to application to independence to real-world refinement to ongoing growth and contribution.

UNDERSTANDING THE DEVELOPMENTAL DIFFERENCES ACROSS LEVELS

While the levels are presented sequentially, they are not simply about age or grade. Each level reflects a shift in how skills are used, where they are applied, and what is expected of the individual.

Elementary: Exposure and Guided Practice

At the Elementary level, the focus is on exposure and guided practice. Individuals are learning what the skill is and beginning to use it with support.

Middle Grades: Structured Application

At the Middle level, individuals begin applying skills in structured settings. They are expected to explain their thinking and make connections, but still within defined supports.

High School: Independent Use

At the High School level, individuals use skills independently and intentionally. They begin making decisions about how to apply skills across different contexts and reflect on their performance.

Postsecondary / Early Career: Real-World Refinement

At the Postsecondary and Early Career level, individuals apply skills in real environments where expectations, feedback, and consequences are present. Skills are refined through experience and accountability.

Workforce / Lifelong Learning: Adaptation & Contribution

At the Lifelong Learning level, individuals continue using and adapting these skills across changing roles, environments, and life stages.

The focus expands beyond personal success to include contribution, connection, and continued growth over time. This ensures the framework is relevant not only for students and employees, but also for individuals in community learning environments and later stages of life.

Competency Sign



2



**CRITICAL
THINKING
& CREATIVE
PROBLEM
SOLVING**

Learners analyze information, evaluate evidence, and generate solutions.

They think creatively and refine reasoning.



**Analyzing
Information**

Learners examine information for meaning and patterns.



**Evaluating
Evidence**

Learners assess quality and credibility of evidence.



**Developing
Solutions**

Learners generate and refine creative solutions.



**Reflecting
on Reasoning**

Learners examine and improve thinking processes.



ELEMENTARY SCHOOL (K-5)

1 **CURIOSITY & LEARNING TRANSFER**

Learners demonstrate curiosity by asking questions, exploring ideas, and applying knowledge across learning experiences. They connect ideas across disciplines, and transfer learning to new situations.

<p>Asking Questions and Exploring Ideas Learners seek knowledge by asking questions and investigating ideas.</p> <p><i>I ask questions to learn more about a topic.</i></p>	<p>Making Connections Across Learning Learners connect ideas across subjects and experiences.</p> <p><i>I connect what I learn to what I already know.</i></p>
<p>Applying Learning in New Situations Learners transfer knowledge and skills to new contexts.</p> <p><i>I use what I learn to solve new problems.</i></p>	<p>Reflecting and Improving Learning Learners monitor understanding and adjust strategies.</p> <p><i>I can explain what helps me learn.</i></p>

2 **CRITICAL THINKING & PROBLEM SOLVING**

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

<p>Analyzing Information Learners examine information for meaning and patterns.</p> <p><i>I identify important information to understand a topic.</i></p>	<p>Evaluating Evidence Learners assess quality and credibility of evidence.</p> <p><i>I decide if something makes sense and explain why.</i></p>
<p>Developing Solutions Learners generate and refine creative solutions.</p> <p><i>I decide if something makes sense and explain why.</i></p>	<p>Reflecting on Reasoning Learners examine and improve thinking processes.</p> <p><i>I explain how I solved a problem.</i></p>

3 **ORAL & WRITTEN COMMUNICATION**

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

<p>Expressing Ideas Clearly Learners communicate ideas clearly and purposefully.</p> <p><i>I share my ideas clearly so others can understand.</i></p>	<p>Listening and Understanding Others Learners listen and seek to understand perspectives.</p> <p><i>I listen and respond to others' ideas.</i></p>
<p>Adapting Communication Learners adjust communication based on audience.</p> <p><i>I change how I speak depending on who I talk to.</i></p>	<p>Providing and Responding to Feedback Learners adjust communication based on audience.</p> <p><i>I give and receive feedback to improve my work.</i></p>

4 **TEAMWORK & COLLABORATION**


Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

<p>Contributing to Teams Learners contribute effort and ideas.</p> <p><i>I work with others to complete a task.</i></p>	<p>Shared Responsibility Learners contribute effort and ideas.</p> <p><i>I complete my part and help my group.</i></p>
<p>Respecting Different Perspectives Learners consider and value different viewpoints.</p> <p><i>I respect others' ideas and perspectives.</i></p>	<p>Resolving Conflict and Challenges Learners address disagreements constructively.</p> <p><i>I solve disagreements calmly and respectfully.</i></p>

5 **DIGITAL LITERACY**

Learners use technology to find, create, and communicate information responsibly.

<p>Finding and Evaluating Information Learners locate and assess digital information.</p> <p><i>I find information online to answer questions.</i></p>	<p>Creating and Communicating with Technology Learners use technology ethically.</p> <p><i>I use technology to create and share my work.</i></p>
<p>Responsible Digital Participation Learners use technology ethically.</p> <p><i>I follow rules when using technology.</i></p>	<p>Using Technology to Solve Problems Learners use tech to solve problems.</p> <p><i>I use technology to complete tasks and solve problems.</i></p>



POSTSECONDARY / EARLY CAREER

1  **CURIOSITY & LEARNING TRANSFER**

Learners demonstrate curiosity by asking questions, exploring ideas, and applying knowledge across learning experiences. They connect ideas across disciplines, and transfer learning to new situations.

<p>Asking Questions and Exploring Ideas Learners seek knowledge by asking questions and investigating ideas.</p> <p><i>I develop and pursue questions to address real-world challenges and deepen my understanding.</i></p>	<p>Making Connections Across Learning Learners connect ideas across subjects and experiences.</p> <p><i>I integrate knowledge across disciplines to address problems and inform decisions in real-world contexts.</i></p>
<p>Applying Learning in New Situations Learners transfer knowledge and skills to new contexts.</p> <p><i>I apply my learning in academic and workplace settings and adjust my approach based on feedback and results.</i></p>	<p>Reflecting and Improving Learning Learners monitor understanding and adjust strategies.</p> <p><i>I reflect on my learning, seek feedback, and refine my approach to improve performance.</i></p>

2  **CRITICAL THINKING & PROBLEM SOLVING**

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

<p>Analyzing Information Learners examine information for meaning and patterns.</p> <p><i>I analyze information from multiple sources to make informed decisions in real-world contexts.</i></p>	<p>Evaluating Evidence Learners assess quality and credibility of evidence.</p> <p><i>I evaluate evidence to support decisions and justify actions in academic or workplace settings.</i></p>
<p>Developing Solutions Learners generate and refine creative solutions.</p> <p><i>I design, test, and refine solutions using evidence and feedback.</i></p>	<p>Reflecting on Reasoning Learners examine and improve thinking processes.</p> <p><i>I evaluate my thinking and adjust my approach based on feedback and outcomes.</i></p>

3  **ORAL & WRITTEN COMMUNICATION**

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

<p>Expressing Ideas Clearly Learners communicate ideas clearly and purposefully.</p> <p><i>I communicate effectively in academic and professional settings to achieve intended outcomes.</i></p>	<p>Listening and Understanding Others Learners listen and seek to understand perspectives.</p> <p><i>I engage in discussions by building on others' ideas to strengthen understanding and outcomes.</i></p>
<p>Adapting Communication Learners adjust communication based on audience.</p> <p><i>I adjust my communication based on audience, context, and purpose.</i></p>	<p>Providing and Responding to Feedback Learners adjust communication based on audience.</p> <p><i>I provide and apply feedback to improve communication, collaboration, and outcomes.</i></p>

4  **TEAMWORK & COLLABORATION**

Learners analyze information, evaluate evidence, and generate solutions. They think creatively and refine reasoning.

<p>Contributing to Teams Learners contribute effort and ideas.</p> <p><i>I collaborate effectively in team settings and contribute to shared outcomes.</i></p>	<p>Shared Responsibility Learners contribute effort and ideas.</p> <p><i>I take responsibility for my role and contribute to achieving team goals.</i></p>
<p>Respecting Different Perspectives Learners consider and value different viewpoints.</p> <p><i>I consider and apply different perspectives to improve decisions and outcomes.</i></p>	<p>Resolving Conflict and Challenges Learners address disagreements constructively.</p> <p><i>I address conflict constructively to maintain progress and working relationships.</i></p>

5  **DIGITAL LITERACY**

Learners use technology to find, create, and communicate information responsibly.

<p>Finding and Evaluating Information Learners locate and assess digital information.</p> <p><i>I evaluate and use digital information to complete tasks and inform decisions.</i></p>	<p>Creating and Communicating with Technology Learners use technology ethically.</p> <p><i>I select and use appropriate digital tools to communicate and achieve goals.</i></p>
<p>Responsible Digital Participation Learners use technology ethically.</p> <p><i>I use technology responsibly and ethically in academic and professional settings.</i></p>	<p>Using Technology to Solve Problems Learners use tech to solve problems.</p> <p><i>I use digital tools to improve efficiency and solve problems in real-world tasks.</i></p>

**IDAHO DEPARTMENT OF EDUCATION
JUNE 16-18, 2026**

SUBJECT

Adoption of Praxis Assessments and Qualifying Scores

REFERENCE

April 2023	Board approved Praxis assessments and Idaho cut scores.
April 2024	Board approved Praxis assessments and Idaho cut scores.
August 2025	Board adopted Praxis assessments and qualifying scores for 5589 Middle School Social Studies, 5758 ParaPathways: Reading and Writing, and 5759 ParaPathways: Mathematics.

APPLICABLE STATUTE, RULE OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is demonstration of proficiency in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board) approved content area assessment. Praxis II – Subject Assessments are one of the Board approved content area assessments.

Educational Testing Service (ETS), the provider of Praxis assessments, launched the Praxis Elementary Education Fundamentals tests in Spring 2026. These tests are designed to replace several other Elementary Education series offered by ETS effective August 31, 2028. The Elementary Education Fundamentals tests are updated to align with the latest national content standards and incorporate science of reading principles, social studies inquiry skills, and science and engineering practices.

The Elementary Education Series 7002-2005, currently adopted by Idaho, is among the Elementary Education series assessments scheduled for discontinuance in 2028. In preparation for the discontinuance of the Elementary Education Series, the Idaho Department of Education recommends the adoption of the following Elementary Education Fundamentals tests and multi-state qualifying scores, effective September 1, 2026:

- 8003-Mathematics,
- 8004-Social Studies,
- 8005-Science, and
- 8006-Teaching Reading.

**IDAHO DEPARTMENT OF EDUCATION
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IMPACT

The Board's adoption of the Elementary Education Fundamentals, effective September 1, 2026, will allow candidates a choice of assessments and will provide ample time for Idaho educators to shift from use of the expiring assessments to the updated series.

ATTACHMENTS

Attachment 1 – Praxis Elementary Education Fundamentals Flyer
Attachment 2 – Praxis Assessments and Qualifying Scores

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff are supportive of the Department's plan to begin the transition to the updated elementary education series of Praxis assessments well before the current series is discontinued.

Board staff recommends approval.

BOARD ACTION

I move to approve the adoption of Praxis Elementary Education Fundamentals Series 8003-8006 and multi-state qualifying scores as outlined in Attachment 2, effective September 1, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Focused on Flexibility, Built for Today's Classrooms

The new Praxis Elementary Education Fundamentals tests align with the latest standards and support candidate success.

Launching Spring 2026, the new Praxis Elementary Education Fundamentals tests are built to reflect what matters most for today's classrooms—ensuring candidates have the right content knowledge, with greater flexibility to succeed.



Key Enhancements



Updated to reflect the latest national standards



Modular design provides flexibility for candidates to test when they feel most prepared with Praxis Steps



Presents content in the context of applied practice



The redesigned tests will replace the following Elementary Education series of tests: 5001, 7001, 5901, 7811.



Tests Comparison At A Glance

Notable Test Updates

- Updated to align with the latest content standards from ILA, NCSS, C3, NGSS, NSTA, CAEP, and others.
- Incorporates Science of Reading principles, Social Studies Inquiry Skills, and Science and Engineering Practices.
- No combined test option (to take all tests in one sitting).
- Praxis Steps enabled, allowing candidates to take or retake one content category at a time.

CURRENT ELEMENTARY EDUCATION: READING & LANGUAGE ARTS (5002)		NEW (8002)	
Category (Approx. % of Test)	Approx. # of Questions	Category (Approx. % of Test)	Approx. # of Questions
Reading (47%)	38	Reading (52%)	42
Writing, Speaking, and Listening (53%)	42	Writing, Speaking, and Listening (48%)	38
Total	80	Total	80

CURRENT ELEMENTARY EDUCATION: TEACHING READING (7002)		NEW (8006)	
Category (Approx. % of Test)	Approx. # of Questions	Category (Approx. % of Test)	Approx. # of Questions
Phonological and Phonemic Awareness and Emergent Literacy (15%)	12	Foundational Literacy Skills (40%)	32
Phonics and Decoding (20%)	16		
Vocabulary and Fluency (24%)	19	Fluency and Vocabulary (30%)	24
Comprehension of Literary and Informational Text (24%)	19	Comprehension and Written Expression (30%)	24
Written Expression (17%)	14		
Total	80	Total	80



CURRENT ELEMENTARY EDUCATION: MATHEMATICS (5003, 5903, 7003)			NEW (8003)	
Category (Approx. % of Test)	Approx. # of Questions		Category (Approx. % of Test)	Approx. # of Questions
	(5003, 5903)	(7003)		(8003)
Numbers and Operations (40%)	20	16	Numbers and Operations (42%)	28
Algebraic Thinking (30%)	15	12	Algebraic Thinking (29%)	20
Geometry and Measurement, Data, Statistics, and Probability (30%)	15	12	Geometry, Measurement, and Data (29%)	20
Total	50	40	Total	68

CURRENT ELEMENTARY EDUCATION: SOCIAL STUDIES (5004, 5904, 7004)			NEW (8004)	
Category (Approx. % of Test)	Approx. # of Questions		Category (Approx. % of Test)	Approx. # of Questions
	(5004, 5904)	(7004)		(8004)
United States History, Government, and Citizenship (45%)	27	25	United States History, Government, and Citizenship (43%)	33
Geography, Anthropology, and Sociology (30%)	18	16	Geography, Anthropology, and Sociology (30%)	23
World History and Economics (25%)	15	14	World History and Economics (27%)	21
Total	60	55	Total	77



CURRENT ELEMENTARY EDUCATION: SCIENCE (5005, 5905, 7005)			NEW (8005)	
Category (Approx. % of Test)	Approx. # of Questions		Category (Approx. % of Test)	Approx. # of Questions
	(5005, 5905)	(7005)		(8005)
Earth Science (33%)	17-18	16	Earth and Space Sciences (32%)	24
Life Science (33%)	18-19	17	Life Science (34%)	25
Physical Science (33%)	18-19	17	Physical Science (34%)	25
Total	55	50	Total	74

Introducing Praxis Steps: A Flexible Path to Success

The new Elementary Education Fundamentals tests will be built with the new Praxis Steps modular solution, which allows candidates to have more control over their testing experience.

Candidate Benefits

- Test in smaller “steps” when they feel most ready
- Receive diagnostic feedback to target areas of improvement
- Build confidence, reduce test anxiety and master content knowledge
- Save time and money by retaking only the step they did not pass, rather than the full test

Program Benefits

- Provide more opportunities for candidates to meet their specific requirements without sacrificing standards
- Guide candidates to test while the content is fresh
- Support candidates in areas where they struggle
- Leverage more granular data to drive program improvements

Praxis Steps capabilities will be available shortly after the Elementary Education Fundamentals tests launch.



**BECOME
AN EARLY
ADOPTER**

Contact your Director of Educational Partnerships to adopt the new Elementary Education Fundamentals tests and learn about incentives for candidates to take the updated tests in Spring 2026.



**IDAHO DEPARTMENT OF EDUCATION
JUNE 16-18, 2026**

ATTACHMENT 2

Standard Instructional Certificate - ETS Praxis Assessments

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis Subject Assessment	Idaho Cut Score	Multi State Cut Score
7010	All Subjects	K-8	Elementary Education: 7002 Teaching Reading Subtest AND	143	143
			Elementary Education: 7003 Mathematics Subtest AND	157	157
			Elementary Education: 7004 Social Studies Subtest AND	155	155
			Elementary Education: 7005 Science Subtest	159	159
7010	All Subjects (Candidates take 8001)	K-8	Elementary Education: 8003 Mathematics Subtest and	152	152
			Elementary Education: 8004 Social Studies	147	147
			Elementary Education: 8005 Science and	143	143
			Elementary Education: 8006 Teaching Reading	152	152
8222	American Government/Political Science	5-9	5589 Middle School Social Studies	149	149
7222		6-12	5931 Government/Political Science	149	149
7770	American Indian Language	K-12	-	-	-
7038	Bilingual Education	K-12	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	5-9	5442 Middle School Science	152	152
7421		6-12	5236 Biology	154	154
7083	Blended Early Childhood Education/ Early Childhood Special Education	Birth- Grade 3	5025 Early Childhood Education OR Elementary Subtests (See All Subjects) AND 5692 Special Education: Early Childhood/Early Intervention	156 159	156 159
7014	Blended Elementary Education/ Elementary Special Education	Grade 4-6	Elementary Subtests (See All Subjects)	See All Subjects	See All Subjects
7035	Blind and Low Vision	Pre-K-12	5355 Special Education: Foundational Knowledge AND 5282 Special Education: Teaching Students with Visual Impairments	145 163	151 163
8440	Chemistry	5-9	5442 Middle School Science	152	152
7440		6-12	5246 Chemistry	146	146
8144	Communication	5-9	5221 Speech Communication: Content Knowledge	143	-
7144		6-12			
8400	Computer Science	5-9	5652 Computer Science	149	149
7400		6-12			
9921	CTE - Agriculture Science & Technology	6-12	5701 Agriculture	147	147
9093	CTE - Business Technology Education	6-12	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	6-12	5652 Computer Science	149	149
9401	CTE - Engineering	6-12	5053 Technology and Engineering Education	157	157
9970	CTE - Family and Consumer Sciences	6-12	5123 Family and Consumer Sciences	151	151
9092	CTE - Marketing Technology Education	6-12	5561 Marketing Education	158	-
9981	CTE - Technology Education	6-12	5053 Technology and Engineering Education	157	157
7030	Deaf/Hard of Hearing	Pre-K-12	5355 Special Education: Foundational Knowledge AND 5272 Special Education: Education of Deaf and Hard of Hearing Students	145 160	145 160
7019	Early Childhood Special Education	Pre-K-3	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects) AND 5692 Special Education: Early Childhood/Early Intervention	156 159	156 159
7140	Early Literacy	K-3	5205 Teaching Reading: Elementary	159	159
8451	Earth and Space Science	5-9	5442 Middle School Science	152	152
7451		6-12	5572 Earth and Space Sciences	154	154
8228	Economics	5-9	5589 Middle School Social Studies	149	149
7228		6-12	5911 Economics	150	150
8990	Engineering	5-9	5051 Technology Education	154	159
7990		6-12			
8120	English	5-9	5047 Middle School English Language Arts	164	164
7120		6-12	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	K-12	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Education	K-8	5355 Special Education: Foundational Knowledge AND Elementary Subtests (See All Subjects)	145	145
7037		6-12		See All Subjects	See All Subjects
7029		K-12			
8226	Geography	5-9	5589 Middle School Social Studies	149	149
7226		6-12	5921 Geography	153	-
8452	Geology	5-9	5442 Middle School Science	152	152
7452		6-12	5572 Earth and Space Sciences	154	154
7028	Gifted and Talented	K-12	5358 Gifted Education	157	157
8520	Health	5-9	5551 Health Education	155	-
7520		6-12			
7521		K-12			
8221	History	5-9	5589 Middle School Social Studies	149	149
7221		6-12	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	5-9	-	-	-
7133		6-12			
8134	Journalism	5-9	5224 Journalism	153	153
7134		6			
7080	Junior ROTC	12	-	-	-
7139	Literacy	K-12	5206 Teaching Reading	156	156
8320	Mathematics - Middle Level	5-9	5164 Middle School Mathematics	157	157
7300	Mathematics	6-12	5165 Mathematics	159	159
8820	Music	5-9	5113 Music: Content Knowledge	148	161
7820		6-12			

Standard Instructional Certificate - ETS Praxis Assessments

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis Subject Assessment	Idaho Cut Score	Multi State Cut Score
7810		K-12			
7420	Natural Science	6-12	5436 General Science	141	141
7989	Online-Teacher	Pre-K-12	-	-	-
8510		5-9			
7512	Physical Education (PE)	6-12	5091 Physical Education: Content Knowledge	143	-
7511		K-12			
8430	Physical Science	5-9	5442 Middle School Science	152	152
7430		6-12	5485 Physical Science	157	157
8450	Physics	5-9	5442 Middle School Science	152	152
7450		6-12	5266 Physics	145	145
8231	Psychology	5-9	5391 Psychology	154	154
7231		6-12			
8453	Science - Middle Level	5-9	5442 Middle School Science	152	152
7200	Social Studies	6-12	5581 Social Studies	153	153
8220	Social Studies - Middle Level	5-9	5589 Middle School Social Studies	149	149
8229	Sociology	5-9	5952 Sociology	154	154
7229		6-12			
8236	Sociology/Anthropology	5-9	5952 Sociology	154	154
7236		6-12			
7296	Teacher Leader - Instructional Technology				
7297	Teacher Leader - Instructional Specialist	-			
7298	Teacher Leader - Literacy	-	5205 Teaching Reading: Elementary (OR)	159	159
			5206 Teaching Reading (K-12) (OR)	156	156
			5302 Reading Specialist	165	165
7299	Teacher Leader - Mathematics	-	5164 Middle School Mathematics (OR)	157	157
			5165 Mathematics (OR)	159	159
			5037 Elementary Education: Math Specialist	153	153
7045	Teacher Leader - Special Education	-			
7020	Teacher Librarian	K-12	5312 School Librarian	154	154
8137	Theater Arts	5-9	5641 Theatre	148	-
7137		6-12			
8852	Visual Arts	5-9	5134 Art: Content Knowledge	151	158
7852		6-12			
7851		K-12			
8700	World Language (All other languages not listed below)	5-9	5841 World Language Pedagogy	151	158
7700		6-12			
7710		K-12			
8702	World Language - American Sign Language	5-9	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (equivalent to 160 scale score)	160
7702		6-12			
7701		K-12			
8796	World Language - Chinese	5-9	5665 Chinese (Mandarin): World Language	164	164
7796		6-12			
7715		K-12			
8830	World Language - French	5-9	5174 French: World Language	156	162
7730		6-12			
7712		K-12			
8740	World Language - German	5-9	5183 German: World Language	157	163
7740		6-12			
7713		K-12			
7792	World Language - Japanese	K-12	5661 Japanese	156	156
7750	World Language - Latin	K-12	5601 Latin	152	-
7714	World Language - Russian	K-12	5671 Russian: World Language	130	130
8720	World Language - Spanish	5-9	5195 Spanish: World Language	163	168
7720		6-12			
7711		K-12			