







will enable students to successfully transition to post-secondary education and the workforce. Significant changes to the mathematics standards include:

**Move Standards to Different Grade Levels** to improve the focus of major content and skills for each grade-level and course; providing more time for students to develop deep levels of understanding of grade-level appropriate content. Based on public and expert comments, major grade movements occurred in statistics and probability at the middle level and in Algebra at the high school level;

**Provide for Students to Explore Standards** to ensure standards are grade-level appropriate. Exploring a standard allows students to be introduced to and learn a concept without the expectation of mastering the concept at that grade level. Exploring the topic recognizes the importance of building a foundation toward mastering the concept in subsequent grades;

**Clarification of Standards** so that educators, students and parents more clearly understand the expectation, without limiting instructional flexibility. For example, modifications were made to better define the progression of skills and the transition of some of the 18 shared standards between Algebra I and Algebra II;

**Add and Consolidate Standards** to improve coherence, focus and reduce redundancy among grade levels. For example, one additional standard at the Kindergarten level helps solidify pattern recognition and creation from Prekindergarten

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will afford ELLs/MLLs the opportunity to develop academic language and English proficiency in order to fully engage with grade-level ELA and mathematics standards. It is NYS's mission to ensure that ELLs/MLLs attain the highest level of academic success and language proficiency to meet the new NYS Learning Standards.

English as a New Language (ENL) and Bilingual Education (BE) teachers were an integral part of the NYS ELA and mathematics Learning Standards revision process. Their valuable input shaped the standards so that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. In addition, researchers and notable experts in the areas of advancing the language and literacy skills of children from diverse cultural, linguistic, and economic backgrounds provided NYSED with further guidance which included global suggestions for instruction for all students, including ELLs/MLLs who may require additional instructional support and scaffolding. This guidance and support assisted the Department in meeting the goal of releasing a set of standards that are sensitive to the linguistic and cultural diversity among NYS's student population and the individual readers' needs, as well as the instrumental role that educator knowledge plays in supporting literacy and academic outcomes. To further support the implementation of the Next Generation Learning Standards, guidance on working with linguistically diverse learners is presented through a series of topic briefs that can be accessed at <http://www.nysed.gov/bilingual->

Materials and instructional resources that are culturally responsive, linguistically age/grade appropriate and aligned to the standards.

Academic language and content-area supports to strategically move ELLs/MLLs along the language development continuum.

In bilingual education instructional models, develop academic language and content knowledge both in English and a language other than English, including the student's home language.

To access the [Blueprint for English Language Learners Success](#), additional educator resources, and guidance on how to support ELLs/MLLs and their families please visit the Office of Bilingual Education and World Languages website at: [Languages website at http://www.nysed.gov/bilingual-ed](http://www.nysed.gov/bilingual-ed).

## **Students with Disabilities and the Standards**

It is essential that we have high expectations for students with disabilities in New York State (NYS). According to 2015-16 school year data, students with disabilities account for 14.7% of the approximately 2.6 million public school students in NYS. Students with disabilities must have opportunities to benefit from high quality instruction and to reach the same learning standards as all students. Under federal and State law, it is a fundamental right of students with disabilities to receive the same general education curriculum and content as all other students and to be provided appropriate services and supports (including accommodations, modifications, and scaffolding). The intensity of services and supports must be based on the individual needs of students with disabilities so that they can gain knowledge and skills as well as demonstrate what they have learned.

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The [Blueprint for Improved Results for Students with Disabilities](#) focuses on seven core evidence-based principles for students with disabilities to ensure they have the opportunity to benefit from high quality instruction and to reach the same standards as all students:

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

For additional information, please see

<http://www.p12.nysed.gov/specialed/publications/2015-memos/blueprint-for-improved-results-for-students-with-disabilities.html>.

The ELA and mathematics learning standards were revised with input from special education experts, teachers, and specialists that work with students with disabilities. To access resources and guidance on how the learning standards relate to curriculum instruction and students with disabilities, see the NYSED Office of Special Education at <http://www.p12.nysed.gov/specialed/>. Additional resources and guidance to assist teachers and administrators in supporting students with disabilities is forthcoming.

NYSED thanks all the educators, parents, researchers, experts and specialists that reviewed and provided feedback on the new NYS ELA and mathematics learning standards.