



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

B.E.S.T. Standards Overview

October 1, 2020

The logo is centered on a vertical yellow banner with a pointed bottom, set against a dark blue background. The text is arranged vertically: 'FLORIDA'S' in white, 'B.E.S.T.' in dark blue, a white box containing 'BENCHMARKS FOR EXCELLENT STUDENT THINKING' in dark blue, and 'STANDARDS' in dark blue. A sunburst graphic is behind the 'B.E.S.T.' text.

FLORIDA'S
B.E.S.T.
BENCHMARKS FOR EXCELLENT STUDENT THINKING
STANDARDS

Presentation outline



Executive Order 19-32



History of standards in Florida



Benchmarks for Excellent Student Thinking
(B.E.S.T.)



Timeline

Executive Order 19-32

Governor Ron DeSantis directed that by January 1, 2020, the Commissioner of Education shall comprehensively review Florida's Kindergarten through grade twelve academic standards and provide recommended revisions to the governor.

- ✓ A. Articulate how Florida will **eliminate Common Core** (Florida Standards) and ensure we return to the basics of reading, writing and arithmetic;
- ✓ B. **Provide a roadmap** to make Florida's standards number one in the nation;
- ✓ C. Reflect the Commissioner's consultation with relevant stakeholders to **include parents and teachers**;
- ✓ D. Deem how to **increase the quality of instructional curriculum**;
- ✓ E. Suggest **innovative ways to streamline testing**;
- ✓ F. Identify opportunities to **equip high school graduates with sufficient knowledge of America's civics**, particularly the principles reflected in the United States Constitution, so as to be capable of discharging the responsibilities associated with American citizenship; and
- ✓ G. **Outline a pathway** for Florida to be the most literate state in the nation.

What are the standards?

The standards are student-centered expectations from which all curriculum, instruction and assessments are based. The standards are what the state has revised.

Curriculum

How are the standards incorporated into the classroom?



Sometimes confused with “standards,” curriculum is the means or the instructional material by which the standards are taught.

Instruction

How is instruction a part of the standards?



Instruction is the teacher’s delivery and strategies used to implement the curriculum and standards.

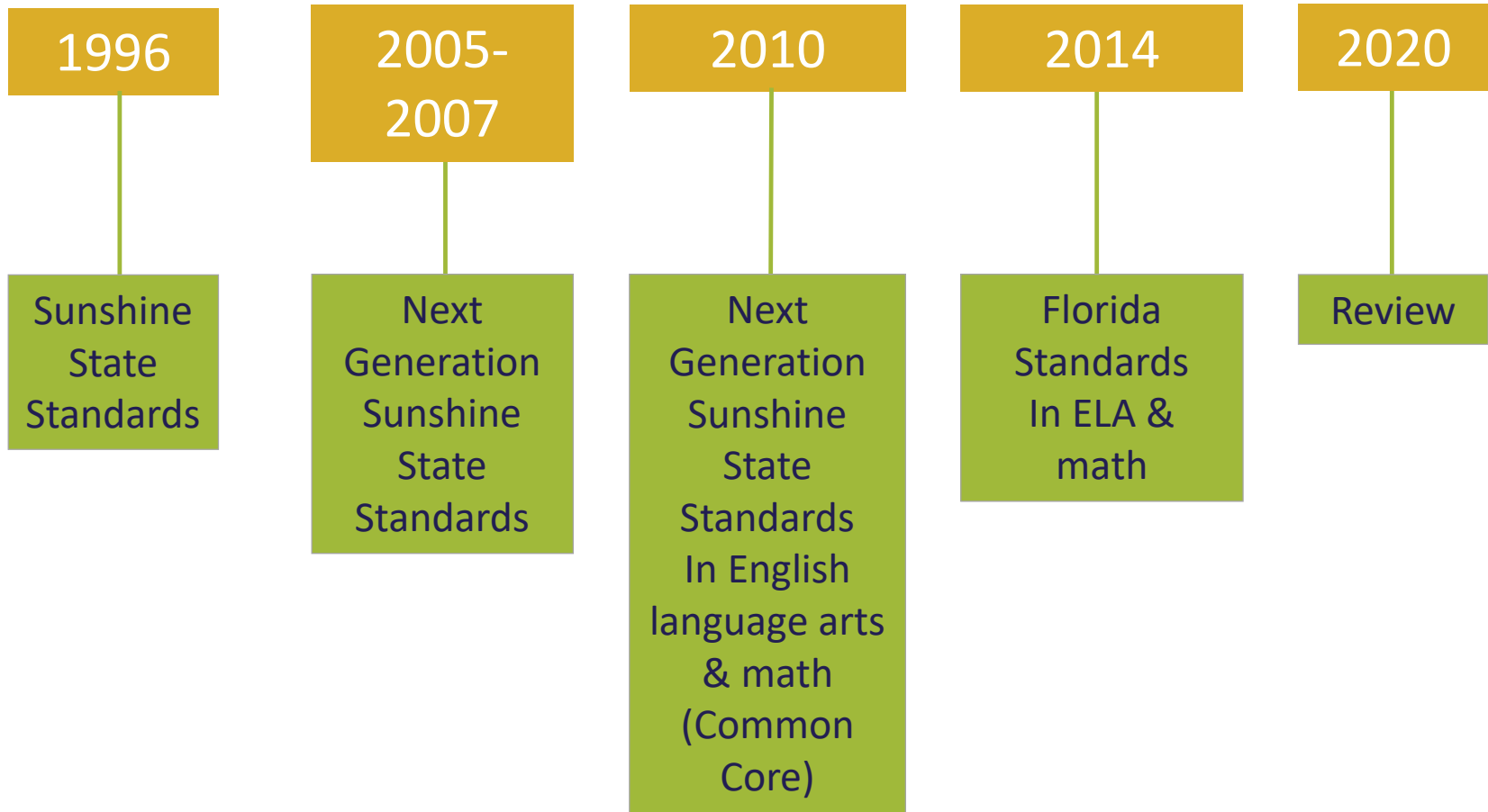
Assessment

How are assessments related to the standards?

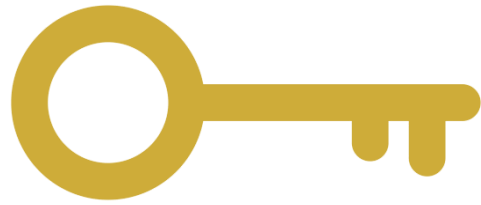


Assessments provide feedback to teachers, parents and students on a student’s level of mastery of the standards.

History of statewide student standards in Florida



*The B.E.S.T. Standards were
created by Florida educators
for Florida students.*



Key differences

Between current **Florida Standards**
And the **B.E.S.T. Standards**

- Key Eliminated Common Core
- Key Content-Rich
- Key Back-to-basics building a foundation at early grades
- Key Understandable for teachers, parents and students
- Key Created by Florida experts including 80+ FL-based teacher & stakeholder groups
- Key Flexibility for teachers with a focus on great content
- Key Improves rigor across all grades
- Key Developmentally appropriate course content
- Key Actionable solutions for the reduction of testing
- Key Concise standards to set clear expectations for students, teachers and parents
- Key Clear expectations for progression year to year through great course alignment
- Key First in nation with civics booklist in ELA standards

Florida's B.E.S.T. Standards for English Language Arts (ELA)

ELA Standards emphasize that:

- **Literacy is achievable** through **content-rich instruction** rather than merely through a skills-based approach to reading comprehension.
- **Explicit, systematic phonics instruction** is the foundation of literacy.
- Decoding and fluency are essential to **creating proficient readers**.
- Reading comprehension depends more on **relevant background knowledge** than on mastery of reading strategies.
- Benchmarks, clarifications, and appendices represent the expected outcomes and are designed to be **user-friendly**.
- Reading and writing **standards are intertwined** utilizing accompanying **text lists at every grade**.

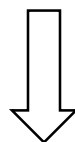
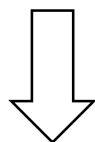
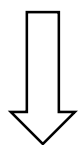
*ELA B.E.S.T. Standards Introduction



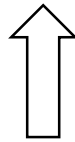
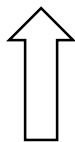
- Stackable Benchmarks
- ELA Expectations
- Benchmark Clarifications
- Literary Time Periods
- Booklist (ELA)
- Civics Booklist
- Rhetoric (starting in 6th)
- Reasoning
- Reading and Writing Connection
- Comprehensive Glossary

ELA Coding Scheme

Subject Code Strand Benchmark



ELA.1.R.1.3



Grade Level

Standard

Strands:

F Foundations

R Reading

C Communication

V Vocabulary

EE ELA Expectations

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

ELA Expectations

ELA Expectation	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

Benchmarks and Clarifications

ELA.7.R.1.2: Compare two or more themes and their development throughout a literary text.

Benchmark Clarifications:

Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Spotlight Benchmark:

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

a. Use main story elements at the beginning, middle, and end for a literary text.

Purpose of Stack:

The purpose of this stack is for students to retell a story in written form focused on the setting, characters, sequence of events, and moral of the story, *The Tale of Peter Rabbit*.

Benchmarks:

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

a. Use main story elements at the beginning, middle, and end for a literary text.

- ELA.1.R.1.1 Identify and describe the main story elements in a story.
- ELA.1.R.1.2: Identify and explain the moral of a story.
- ELA.K12.EE.3.1 Make inferences to support comprehension.
- ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Outcomes:

Students will be guided to read each text considering each text's plot structure and main story elements (setting, characters, and sequence of events of a story), characters' perspectives and theme.

Possible Text(s)

The Tale of Peter Rabbit by Beatrix Potter

Possible Duration:

1-2 days

Literary Periods

- Classical (1200 BCE–455 CE)
- Medieval (455 CE–1485 CE)
- Renaissance (1300–1660)
- Restoration and 18th Century (1660-1790)
- Colonial and Early National (1600-1830)
- Romantic (1790-1870)
- Realism and Naturalism (1870-1910)
- Modernist (1910-1945)
- Contemporary (1945-Present)

Secondary Foundational Standards

- Phonological Awareness
- Phonics and Word Analysis
- Encoding
- Fluency

**Secondary foundational standards will only appear in elective remedial reading course descriptions.*

Glossary

Key Word	Definition	Synonyms
distinguish	to notice or recognize a difference between people or things to know the difference to make someone or something different or special in some way to see or hear someone or something clearly	differentiate, discern, discriminate, separate
encoding	determining the spelling of a word based on the sounds in the word	
epic	a long narrative poem in elevated style recounting the deeds of a legendary or historical hero extending beyond the usual or ordinary especially in size or scope	legend, narrative, tale, saga, heroic poem
evaluate	to judge or calculate the quality, importance, amount, or value of something	appraise, assess, rate, value
evidence	source-based information including facts, figures, and details used to support the writer or speaker's main idea or claim	indication, proof, substantiation
explain	to make clear to give the reasons for or cause of	clear up, demonstrate, explicate, expound, get across, simplify
explicit	so clearly expressed as to leave no doubt about the meaning	clear-cut, definite, definitive, specific, unambiguous, unequivocal

Elementary School Courses

Tier 1 Instruction

- Language Arts Kindergarten
- Language Arts Grade 1
- Language Arts Grade 2
- Language Arts Grade 3
- Language Arts Grade 4
- Language Arts Grade 5

Tier 2 Intervention

- Basic Skills in Reading K-2
- Basic Skills in Reading 3-5

Tier 3 Intervention

- Functional Reading Skills K-2
- Functional Reading Skills 3-5

Select Middle School Courses

Enrichment

- M/J Language Arts 1 Advanced
- M/J Language Arts 2 Advanced
- M/J Language Arts 3 Advanced

Tier 1 Instruction

- M/J Language Arts 1
- M/J Language Arts 2
- M/J Language Arts 3

Tier 2/Tier 3 Intervention

- M/J Intensive Reading 1
- M/J Intensive Reading 1
- M/J Intensive Reading 1

Select Middle School Courses

ELA Electives

- M/J Speech and Debate 1
- M/J Speech and Debate 2
- M/J Speech and Debate 3
- M/J Journalism 1
- M/J Journalism 2
- M/J Journalism 3
- M/J Creative Writing 1
- M/J Creative Writing 2
- M/J Creative Writing 3

Select High School Courses

Enrichment

- English Honors 1
- English Honors 2
- English Honors 3
- English Honors 4

Tier 1 Instruction

- English 1
- English 2
- English 3
- English 4

Tier 1 Instruction/ Tier 2 Intervention

- World Literature
- American Literature
- Classical Literature

Tier 3 Intervention

- Intensive Reading 1
- Intensive Reading 2
- Intensive Reading 3
- Intensive Reading 4

Reminder

Rule 6A-6.054 K-12 Student Reading Intervention Requirements was repealed in 2015.

- The requirement that middle and high school students who score at Level 1 on FCAT 2.0 Reading complete an intensive reading course and those that score at Level 2 must be placed in an intensive reading course or a content area reading intervention course was contained in this rule. **It no longer applies.**
- Current intervention requirements are contained within the district reading plan in accordance with Rule 6A-6.053, F.A.C.

Questions?

Just Read, Florida!

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Florida's B.E.S.T. Standards for K-12 Mathematics

Background Knowledge

- The standards are clear and concise, so they are easily understood by all stakeholders
- Benchmarks should not stand alone as separate content for instruction but should be combined purposefully
- Appropriate progression of content within the grade level/course and across grade levels/courses
- 9-12 Benchmarks written to support multiple pathways for success in career and college for students

Emphasis of Benchmarks

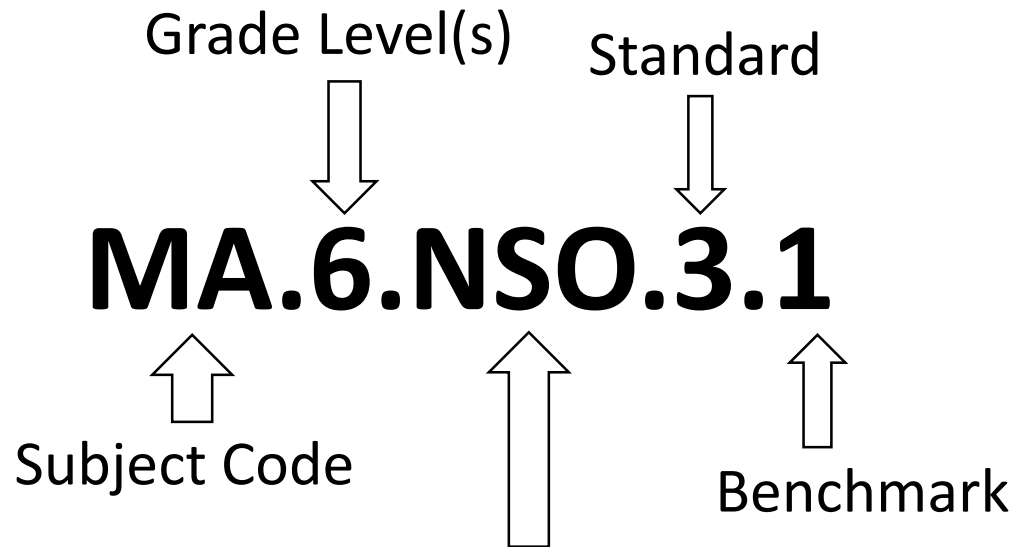
- Progression of content across strands is purposeful so benchmarks are not taught in isolation
- Intentional balance of conceptual understanding and procedural fluency
- Written to allow teachers to meet students' individual skills, knowledge and ability
- Real-world applications intertwined within concepts for relevance
- Maintain high expectations for Florida's students, ensuring equity and access for all



NEW

- Benchmark clarifications
- Benchmark examples
- Consistency of strands from Kindergarten to high school
- Introduction of a standard algorithm for division in grade 5
- Financial literacy embedded within K-8 and specific strand within 9-12
- K-12 glossary

Coding Scheme



Strand

- Number Sense and Operations (NSO)
- Fractions (FR)
- Algebraic Reasoning (AR)
- Functions (F)
- Financial Literacy (FL)
- Geometric Reasoning (GR)
- Measurement (M)
- Trigonometry (T)
- Data Analysis and Probability (DP)
- Logic and Discrete Theory (LT)
- Calculus (C)
- Mathematical Thinking and Reasoning (MTR)

Progression of Strands

K	1	2	3	4	5	6	7	8	9-12	
Number Sense and Operations (NSO)										
	Fractions (FR)									
Algebraic Reasoning (AR)										
								Functions (F)		
								Financial Literacy (FL)		
Measurement (M)										
Geometric Reasoning (GR)										
								Trigonometry (T)		
Data Analysis and Probability (DP)										
								Logic and Discrete Theory (LT)		
								Calculus (C)		
Mathematical Thinking and Reasoning Standards (MTR)										

Mathematical Thinking & Reasoning Standards (MTRs)

- Developed so that educators will teach through the lens of the MTRs
 - incorporates understanding through models, multiple methods, discussions and applications to real-world
- Language of MTRs written as self-monitoring tools for students
- Language of MTR clarifications written to provide guidance to all stakeholders on how to integrate MTRs into instruction

MTRs: *Because Math Matters*

- MA.K12.MTR.1.1 Actively participate in effortful learning both individually and with others.
- MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
- MA.K12.MTR.3.1 Complete tasks with mathematical fluency.
- MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.
- MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
- MA.K12.MTR.6.1 Assess the reasonableness of solutions.
- MA.K12.MTR.7.1 Apply mathematics to real-world contexts.

Benchmark Clarifications & Examples

- Clarifications

- Support instruction (i.e., different methods, conceptual understanding, etc.)
- Provide extent of which benchmark should be taught
- Provide examples of expectations
- Provide connections to previous and extended knowledge
- References to appendices

- Examples

- Provide sample questions that could be used as tasks within the classroom
- Provide methods a student could solve a problem

Appendices

- A. Situations Involving Operations
- B. Fluency and Automaticity Chart
- C. K-12 Glossary
- D. Properties of Operations, Equality and Inequality
- E. K-12 Formulas

Mathematics Pathways

- Florida Student Success Center established workgroups to identify current challenges in mathematics pathways and develop policy and practice recommendations to improve student achievement across Florida's education systems.
- Within K-8 created courses to support acceleration of students
- Within 9-12 benchmarks, and courses, were developed to support the work of the Mathematics Re-Design project

For more information on Plotting the Math Path, please visit

<http://www.fldoe.org/core/fileparse.php/7506/urlt/BreakoutSession-2-1118.pdf>

Mathematics Pathways: Secondary to Post-Secondary

- Three pathways at post-secondary level
 - College Algebra
 - Creating connections of equations and functions to real-world context and modeling
 - College Statistics
 - Strengthening basic algebraic skills as relates to data analysis; developing understanding of probability theory; analyzing and interpreting statistical graphs and tables
 - College Liberal Arts
 - Creating connections within various strands including algebraic reasoning, geometric reasoning, data analysis & probability and logic and set theory

Elementary School Courses

- Grade K Mathematics
- Grade 1 Mathematics
- Grade 2 Mathematics
- Foundational Skills for Mathematics K-2*
- Grade 3 Mathematics
- Grade 3 Accelerated Mathematics
- Grade 4 Mathematics
- Grade 4 Accelerated Mathematics
- Grade 5 Mathematics
- Foundational Skills for Mathematics 3-5*

**Denotes Remedial Level Course*

Elementary School Courses

Grade 3		Grade 4		Grade 5	
MA.3.NSO.1.1	MA.3.AR.2.3	MA.4.NSO.1.2	MA.4.NSO.1.1	MA.5.NSO.1.1	MA.5.AR.2.1
MA.3.NSO.1.2	MA.3.AR.3.1	MA.4.NSO.1.3	MA.4.NSO.1.5	MA.5.NSO.1.2	MA.5.AR.2.2
MA.3.NSO.1.3	MA.3.AR.3.2	MA.4.NSO.1.4	MA.4.NSO.2.3	MA.5.NSO.1.3	MA.5.AR.2.3
MA.3.NSO.1.4	MA.3.AR.3.3	MA.4.NSO.2.1	MA.4.NSO.2.4	MA.5.NSO.1.4	MA.5.AR.2.4
MA.3.NSO.2.1	MA.3.M.1.1	MA.4.NSO.2.2	MA.4.NSO.2.6	MA.5.NSO.1.5	MA.5.AR.3.1
MA.3.NSO.2.2	MA.3.M.1.2	MA.4.NSO.2.5	MA.4.NSO.2.7	MA.5.NSO.2.1	MA.5.AR.3.2
MA.3.NSO.2.3	MA.3.M.2.1	MA.4.FR.1.1	MA.4.FR.1.2	MA.5.NSO.2.2	MA.5.M.1.1
MA.3.NSO.2.4	MA.3.M.2.2	MA.4.FR.1.3	MA.4.FR.2.4	MA.5.NSO.2.3	MA.5.M.2.1
MA.3.FR.1.1	MA.3.GR.1.1	MA.4.FR.1.4	MA.4.AR.1.1	MA.5.NSO.2.4	MA.5.GR.1.1
MA.3.FR.1.2	MA.3.GR.1.2	MA.4.FR.2.1	MA.4.AR.1.3	MA.5.NSO.2.5	MA.5.GR.1.2
MA.3.FR.1.3	MA.3.GR.1.3	MA.4.FR.2.2	MA.4.M.1.1	MA.5.FR.1.1	MA.5.GR.2.1
MA.3.FR.2.1	MA.3.GR.2.1	MA.4.FR.2.3	MA.4.M.1.2	MA.5.FR.2.1	MA.5.GR.3.1
MA.3.FR.2.2	MA.3.GR.2.2	MA.4.AR.1.2	MA.4.DP.1.1	MA.5.FR.2.2	MA.5.GR.3.2
MA.3.AR.1.1	MA.3.GR.2.3	MA.4.AR.2.1	MA.4.DP.1.2	MA.5.FR.2.3	MA.5.GR.3.3
MA.3.AR.1.2	MA.3.GR.2.4	MA.4.AR.2.2	MA.4.DP.1.3	MA.5.FR.2.4	MA.5.GR.4.1
MA.3.AR.2.1	MA.3.DP.1.1	MA.4.AR.3.1		MA.5.AR.1.1	MA.5.GR.4.2
MA.3.AR.2.2	MA.3.DP.1.2	MA.4.AR.3.2		MA.5.AR.1.2	MA.5.DP.1.1
		MA.4.GR.1.1		MA.5.AR.1.3	MA.5.DP.1.2
		MA.4.GR.1.2			
		MA.4.GR.1.3			
		MA.4.GR.2.1			
		MA.4.GR.2.2			
Grade 3 Accelerated Mathematics			Grade 4 Accelerated Mathematics		

Middle School Courses

- Grade 6 Mathematics
- Grade 6 Accelerated Mathematics
- Grade 7 Mathematics
- Grade 7 Accelerated Mathematics
- Grade 8 Mathematics
- Foundational Skills for Mathematics 6-8*

**Denotes Remedial Level Course*

Middle School Courses

Grade 6		Grade 7		Grade 8	
MA.6.NSO.1.1	MA.6.AR.3.1	MA.7.NSO.2.1	MA.7.NSO.1.1	MA.8.NSO.1.1	MA.8.F.1.1
MA.6.NSO.1.2	MA.6.AR.3.2	MA.7.NSO.2.2	MA.7.NSO.1.2	MA.8.NSO.1.2	MA.8.F.1.2
MA.6.NSO.1.3	MA.6.AR.3.3	MA.7.NSO.2.3	MA.7.AR.2.2	MA.8.NSO.1.3	MA.8.F.1.3
MA.6.NSO.1.4	MA.6.AR.3.4	MA.7.AR.1.1	MA.7.AR.3.3	MA.8.NSO.1.4	MA.8.GR.1.1
MA.6.NSO.2.1	MA.6.AR.3.5	MA.7.AR.1.2	MA.7.AR.4.1	MA.8.NSO.1.5	MA.8.GR.1.2
MA.6.NSO.2.2	MA.6.GR.1.1	MA.7.AR.2.1	MA.7.AR.4.2	MA.8.NSO.1.6	MA.8.GR.1.3
MA.6.NSO.2.3	MA.6.GR.1.2	MA.7.AR.3.1	MA.7.AR.4.3	MA.8.NSO.1.7	MA.8.GR.1.4
MA.6.NSO.3.1	MA.6.GR.1.3	MA.7.AR.3.2	MA.7.AR.4.4	MA.8.AR.1.1	MA.8.GR.1.5
MA.6.NSO.3.2	MA.6.GR.2.1	MA.7.GR.1.1	MA.7.AR.4.5	MA.8.AR.1.2	MA.8.GR.1.6
MA.6.NSO.3.3	MA.6.GR.2.2	MA.7.GR.1.2	MA.7.GR.1.3	MA.8.AR.1.3	MA.8.GR.2.1
MA.6.NSO.3.4	MA.6.GR.2.3	MA.7.DP.1.1	MA.7.GR.1.4	MA.8.AR.2.1	MA.8.GR.2.2
MA.6.NSO.3.5	MA.6.GR.2.4	MA.7.DP.1.2	MA.7.GR.1.5	MA.8.AR.2.2	MA.8.GR.2.3
MA.6.NSO.4.1	MA.6.DP.1.1	MA.7.DP.1.3	MA.7.GR.2.1	MA.8.AR.2.3	MA.8.GR.2.4
MA.6.NSO.4.2	MA.6.DP.1.2	MA.7.DP.2.1	MA.7.GR.2.2	MA.8.AR.3.1	MA.8.DP.1.1
MA.6.AR.1.1	MA.6.DP.1.3	MA.7.DP.2.2	MA.7.GR.2.3	MA.8.AR.3.2	MA.8.DP.1.2
MA.6.AR.1.2	MA.6.DP.1.4	MA.7.DP.2.3	MA.7.DP.1.4	MA.8.AR.3.3	MA.8.DP.1.3
MA.6.AR.1.3	MA.6.DP.1.5	MA.7.DP.2.4	MA.7.DP.1.5	MA.8.AR.3.4	MA.8.DP.2.1
MA.6.AR.2.1	MA.6.DP.1.6			MA.8.AR.3.5	MA.8.DP.2.2
MA.6.AR.2.2				MA.8.AR.4.1	MA.8.DP.2.3
MA.6.AR.2.3				MA.8.AR.4.2	
MA.6.AR.2.4				MA.8.AR.4.3	
Grade 6 Accelerated Mathematics			Grade 7 Accelerated Mathematics		

High School Courses

- Algebra I
- Algebra I Honors
- Algebra I-A
- Algebra I-B
- Algebra I for Credit Recovery
- Geometry
- Geometry Honors
- Geometry for Credit Recovery
- Algebra II
- Algebra II Honors
- Probability and Statistics Honors
- Foundational Skills in Mathematics 9-12*
- Precalculus Honors
- Calculus Honors
- Discrete Math Honors
- Math for Data and Financial Literacy
- Math for Data and Financial Literacy Honors
- Math for College Algebra
- Math for College Liberal Arts
- Math for College Statistics

**Denotes Remedial Level Course*

Questions?

Bureau of Standards and Instructional Support

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Next steps

- Alignment of Instructional Materials
- Alignment of Assessments

Florida's TRANSITION TIMELINE

	2020-2021	2021-2022	2022-2023
PROFESSIONAL DEVELOPMENT	Begins for ELA and Math	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	New K-2 ELA Current 3-12 ELA Current K-12 Math	New ELA and Math
INSTRUCTIONAL MATERIALS ADOPTION PROCESS	K-12 ELA	K-12 Math	K-12 Social Studies
CURRICULUM IMPLEMENTATION	Current ELA and Math*	New K-2 ELA Current 3-12 ELA* Current K-12 Math*	New ELA and Math
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	New ELA and Math

* Recommended since current statewide assessments still in place, but this is a district decision.



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THANK YOU!