

## Appendix A.2: English Language Arts Standards Review Committee Member Rubrics

## Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

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[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Print Concepts</li> <li>B. Phonological Awareness</li> <li>C. Phonics and Word Recognition</li> <li>D. Fluency</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. P	

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	The standards begin with fundamental elements of printed language and are scaffolded in ways that are appropriate for grade level.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	The basic elements of language are embedded in the standards.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	The study of language(s) is central to the liberal arts tradition.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness</b> ?	A. Y	The standards appear to provide an appropriate pace of learning for this grade band for students to be college and career ready by the end of high school.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation</b> ?	A. Y	The standards appear to provide an appropriate pace of learning for this grade band for students to be college ready/remediation-free by the end of high school.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	

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<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Language</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Conventions of Standard English</li> <li>B. Knowledge of Language</li> <li>C. Vocabulary Acquisition and Use</li> </ul>
<b>Grade Level(s) Under Review</b>	<p><b>K-5</b></p> <p>6-8</p> <p>9-12</p>

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	<b>Yes, clear and concise.</b>
	B.	<b>Yes, clear and concise.</b>
	C.	<b>Yes, clear and concise.</b>
Is the element <b>grade level appropriate</b> ?	A.	Yes, appears appropriate for students at those grade levels.

Review Criteria	Review Level	Notes
	B.	Yes, appears appropriate for students at those grade levels—notably, this element only begins in Grade 2, which seems appropriate.
	C.	Yes, appears appropriate for students at those grade levels.
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.	Yes, they scaffold well from year to year. That is particularly critical w/ grammar.
	B.	Yes, the level of complexity expected increases each year.
	C.	Yes, scaffolded well & complexity increases (asked to apply vocab skills on higher-level texts as they get older & to use new vocabulary strategies).
Does the element <b>support subject matter comprehension?</b>	A.	Yes, conventions are an essential part of reading and writing. The content covered in these younger grade levels is particularly foundational.
	B.	Yes, enables effective reading and writing.
	C.	Yes, understanding/decoding vocabulary enables effective reading and writing—I like the focus on equipping students with varied vocabulary strategies AND (as students get older) the actual acquisition of vocabulary.
Does the element <b>promote essential knowledge in the subject?</b>	A.	Yes, conventions are considered one of the foundations of English language/literature.
	B.	Yes, the appropriate application of language and understanding varied syntax is one of the foundations of English language/literature.
	C.	Yes, vocabulary is considered one of the foundations of English language/literature.
Does the element <b>promote lifelong learning?</b>	A.	Yes. At least a basic understanding of conventions is critical when reading/listening to obtain new ideas.
	B.	Yes, because understanding how language works and how to use varied syntax for effect helps in analyzing/synthesizing new knowledge being presented.
	C.	Yes, a strong vocabulary is important for understanding information being presented.

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?	A.	Yes, it supports it—understanding basic conventions can help in reading information both inside and outside of the English field.
	B.	Yes, knowledge of language and the effects it can achieve is important when presenting or listening to information--across all fields.
	C.	Yes, a robust vocabulary is particularly important in accessing a variety of content areas.
Does the element <b>promote college and career readiness</b> ?	A.	Yes, students/potential employees are often assessed on their grasp of conventions.
	B.	Yes, critical to understand how to apply these elements.
	C.	Yes, critical as a learner & as a communicator (as student, as employee) to have strong vocabulary. Studies regularly show that students from lower socioeconomic backgrounds often struggle with vocabulary, and as a result, often struggle with reading & learning. These standards are promoting readiness.
Does the element <b>reduce the need for remediation</b> ?	A.	Yes, if implemented effectively.
	B.	Yes, if implemented effectively.
	C.	Yes, if implemented effectively.
Does the element <b>meet the definition of a standard</b> ?	A.	Yes.
	B.	Yes.
	C.	Yes.

## Ohio Standards Committee Review Form

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# Standards Committee Review Form

Standards Committee (Content Area)	English Language Arts
Committee Member Name	Jana Fornario
Element Under Review (Theme, Area, Strand)	Strand: Reading <input checked="" type="checkbox"/> Reading for Literature <input checked="" type="checkbox"/> Reading for Informational Text <input checked="" type="checkbox"/> Reading Foundations  Topics: A. Key Ideas and Details ✓ B. Craft and Structure ✓ C. Integration of Knowledge and Ideas ✓ D. Range of Reading and Level of Text Complexity ✓
Grade Level(s) Under Review	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ? <span style="float: right;">yes</span>	A. yes	Good balance bt specificity & brevity
	B. yes	"
	C. yes	"
	D. yes	"

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. yes	increased rigor in identifying ideas/details, but scaffolding
	B. yes	yes, did spend some time today @ char sessions in #6
	C. yes	scaffolding is there
	D. yes	focused on GL, talks about scaffolding
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. yes	building up higher order thinking
	B. yes	ability to decode words, identifying authorial intent, use text feature
	C. yes	eval. author's argument, locate info
	D. yes	focus on building GL reading
Does the element <b>support subject matter comprehension</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. yes	understanding ideas = <u>essential</u>
	B. yes	see B above.
	C. yes	see C above
	D. yes	see D above
Does the element <b>promote essential knowledge in the subject</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. yes	focus on ideas in informational texts = <u>essential</u>
	B. yes	see B above
	C. yes	see C above
	D. yes	see D above
Does the element <b>promote lifelong learning</b> ?  cautious yes!	A. yes	understanding ideas in wide variety of texts = essential for lifelong learning
	B. yes	"
	C. yes	esp. part on using research to locate <u>answers</u>
	D. yes	ability to read = key

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?  <i>yes</i>	A. <i>yes</i>	providing skills to read in whole on top of areas (core to the liberal arts tradition)
	B. <i>yes</i>	"
	C. <i>yes</i>	"
	D. <i>yes</i>	"
Does the element <b>promote college and career readiness</b> ?  <i>yes</i>	A. <i>yes</i>	providing way to college reading, esp. ability to find ideas in complex texts
	B. <i>yes</i>	teaches skills (vocabulary, text features, etc.) necessary for complex college text
	C. <i>yes</i>	understanding how argument is supported, how to locate answers - ex. h
	D. <i>no</i>	must be able to read complex texts
Does the element <b>reduce the need for remediation</b> ?  <i>yes</i>	A. <i>yes</i>	scaffolding + key intro.
	B. <i>yes</i>	"
	C. <i>yes</i>	"
	D. <i>no</i>	focused on keeping students @ least @ 6th in reading
Does the element <b>meet the definition of a standard</b> ?	A. <i>yes</i>	<i>yes</i>
	B. <i>yes</i>	"
	C. <i>yes</i>	"
	D. <i>yes</i>	"

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# Standards Committee Review Form

Fornario

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<b>Committee Member Name</b>	Jana Fornario
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details ✓</li> <li>B. Craft and Structure ✓</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul> <p style="text-align: center;">Standard 10</p>
<b>Grade Level(s) Under Review</b>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; margin: 2px;">K-5</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; margin: 2px;">6-8</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; margin: 2px;">9-12</div> </div>

- Review level**
- Yes** it meets the review criteria
  - Partially** meets the review criteria or **undetermined**
  - No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element clear and concise?	A.	yes - provides detail/explanation to reduce ambiguity, but only what's necessary
	B.	" Although - grade 4 - strand 4 - what other mythological terms?
	C.	yes - provides detail/explanation to reduce ambiguity, but doesn't overwhelm in unnecessary detail
	D.	yes

# Standards Committee Review Form

Fornario

Review Criteria	Review Level	Notes
Is the element grade level appropriate?	A.	undet. - appears to scaffold well but not entirely sure about elem. student capabilities. <sup>in infogr. etc.</sup>
	B.	yes - acknowledges limited understanding of K-5 cognition - seems scaffolded well.
	C.	yes "
	D.	yes - specifies grade level + scaffolding
Does the element promote higher student performance, learning and improved student achievement?	A.	yes - req. students to make inferences early. <sup>explore why</sup>
	B.	yes
	C.	yes - builds in complexity - increases using more skills
	D.	yes - focus on reading on grade level
Does the element support subject matter comprehension?	A.	yes - details, genres, characters, <del>word choice, structure</del> , theme, POV, <del>comparisons, quotes</del> , <del>theme</del> , literary devices - all imp.
	B.	yes - word choice, structure, characters - imp.
	C.	yes - ability to understand how elements of lit impact each other = imp.
	D.	yes - ability to read wide variety of text @ level = <sup>cor</sup>
Does the element promote essential knowledge in the subject?	A.	yes - skills above 1 <sup>st</sup> cent. to be imp. in college/careers
	B.	yes - see above - also, the connections bt things are important
	C.	yes - key literary concepts
	D.	yes - see D, above
Does the element promote lifelong learning?	A.	undet. - not sure this can be det. <sup>does expect to make by standards -</sup> think it comes from instruction (why in which <sup>ways</sup> )
	B.	" - still not sure standards > instructional, <sup>but</sup> but it is achieved by one
	C.	"
	D.	yes - see D, above - reading = lifelong learning

A cautious "yes" - certainly doesn't impede, as helpful as any standards in this

# Standards Committee Review Form

Fornario

Review Criteria	Review Level	Notes
Does the element promote the liberal arts tradition?	A.	yes - different genres, stories from diverse cultures
	B.	yes - mythology, poems, drama
	C.	yes - themes, setting, plot, etc. & interconnections = key to lit.
	D.	yes - lit public part in "liberal arts tradition" <i>no literature</i>
Does the element promote college and career readiness?	A.	yes - see comment on essential knowledge also the "why" - beyond memorization - <i>not</i>
	B.	yes - ability to decode "authentic" texts, or decode unknown words, etc.
	C.	yes - ability to bring knowledge together & apply it <i>canonized texts</i>
	D.	yes - literacy = gateway skill + "common knowledge" <i>texts</i>
Does the element reduce the need for remediation?	A.	yes - decoding skills applied to texts of increasing complexity as the standards specify
	B.	yes
	C.	yes -
	D.	yes - by focusing on grade-level reading
Does the element meet the definition of a standard?	A.	yes
	B.	yes
	C.	yes -
	D.	no

## Ohio Revised Code 3301.079 (I)(2)(a)

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	<b>Yes. Very clear and concise.</b>
	B.	<b>Yes. Very clear and concise.</b>
Is the element <b>grade level appropriate</b> ?	A.	Yes, elements seem ambitious yet attainable.
	B.	Yes, elements seem ambitious yet attainable.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	Yes, the skills scaffold in each year.
	B.	Yes, the skills scaffold in each year.

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A.	Yes. The ability to have meaningful conversations about texts both reinforces and requires subject matter comprehension.
	B.	Yes. By the time students reach 5 <sup>th</sup> grade, they must be able to organize ideas and support them.
Does the element <b>promote essential knowledge in the subject</b> ?	A.	Yes, in part because speaking and listening is reinforcing the reading/writing standards by having students discuss topics appropriate to their grade level.
	B.	Yes, the ability to organize and convey information orally is critical for communication and reinforces writing/reading skills.
Does the element <b>promote lifelong learning</b> ?	A.	Yes, some examples are: 1) the focus on question-asking at the younger grade levels 2) promoting dialogue as a way of learning.
	B.	Yes, although not as directly as comprehension/collaboration. In order to present/organize ideas, students must be able to process/synthesize (critical for lifelong learning).
Does the element <b>promote the liberal arts tradition</b> ?	A.	Yes, these skills will serve students well when engaging in other content areas.
	B.	Yes, these skills can be broadly applied and are relevant to other content areas.
Does the element <b>promote college and career readiness</b> ?	A.	Yes (enthusiastically). The discussion skills students are building will serve them well in college classrooms and careers (how to convey ideas, ask questions, respond to others, etc.).
	B.	Yes. The ability to effectively present information orally is important in college and critical in careers, as is the ability to analyze context and determine appropriate way of communicating.
Does the element <b>reduce the need for remediation</b> ?	A.	Yes, if implemented effectively.
	B.	Yes, if implemented effectively.
Does the element <b>meet the definition of a standard</b> ?	A.	Yes.
	B.	Yes.

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Jana Fornario
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	Yes, concise, but also provides specifics (students create a text “in which they”...)
	B.	See above.
	C.	See above.
	D.	See above.

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	Yes. The standards seem developmentally appropriate and well-scaffolded. For example, kindergarten students can communicate with combination of drawing/dictating/writing—1 <sup>st</sup> grade they are writing-etc.
	B.	Yes. Allows for guidance & support from adults at the earlier levels.
	C.	“
	D.	Yes. Begins in grade three & the standard itself is written flexibly (ex. “extended time frames”) so that it can be interpreted as appropriate for students.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	Yes. At each level the standards require additional complexity and/or more independent work.
	B.	“
	C.	“
	D.	The standard allows for higher student performance, but because it is written in a flexible way, continued growth for students depends on teacher monitoring and setting individual goals.
Does the element <b>support subject matter comprehension</b> ?	A.	Yes. Students write in range of genres important to the subject & learn important organizational features.
	B.	Yes. In addition to above, students learn to recognize issues with their writing & improve their work.
	C.	Yes. Learn how to perform & use research.
	D.	Subject matter comprehension doesn’t seem quite applicable, but it is very important for increasing subject matter success (creating the “habit of writing”)
Does the element <b>promote essential knowledge in the subject</b> ?	A.	Yes. See comments in section above.
	B.	Yes. See comments in section above.
	C.	Yes. See comments in section above.
	D.	Yes. See comments in section above.

Review Criteria	Review Level	Notes
Does the element <b>promote lifelong learning</b> ?	A.	Yes—exposing students to varied genres at a young age.
	B.	Yes—the ability to analyze writing & make it stronger is critical for continual improvement.
	C.	Yes—the ability to research would allow a student to continue to learn about anything independently.
	D.	Yes—the ability to sit & write is important for lifelong learning.
Does the element <b>promote the liberal arts tradition</b> ?	A.	Yes, by strengthening writing, which is critical to the liberal arts tradition.
	B.	See above.
	C.	See above.
	D.	See above.
Does the element <b>promote college and career readiness</b> ?	A.	Yes, developing clear ideas and communicating them is critical for college & careers. The narrative component may be less critical, although it may be for some students.
	B.	Yes, both the editing and learning ways of “publishing” work are helpful for college & careers.
	C.	Yes. Research is critical for college & it is necessary to start teaching it early; it is also critical for many careers. Drawing evidence & supporting ideas are incredibly important.
	D.	Yes. Building habits of independent writing is critical for college and many careers.
Does the element <b>reduce the need for remediation</b> ?	A.	Yes, if implemented correctly, each year builds on the last & contributes to the end-goal of students graduating college/career-ready.
	B.	See above.
	C.	See above.
	D.	See above. Also, because this one is written so flexibly, careful implementation & monitoring is especially important.

Review Criteria	Review Level	Notes
Does the element <b>meet the definition of a standard?</b>	A.	Yes.
	B.	Yes.
	C.	Yes.
	D.	Yes.

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Fornario
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
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**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	<b>Yes, clear and concise (the examples given are helpful).</b>
	B.	<b>Yes, clear and concise (the examples given are helpful).</b>
	C.	<b>Yes, clear and concise (the examples given are helpful).</b>
Is the element <b>grade level appropriate</b> ?	A.	Yes, appear appropriate for students at those grade levels.

Review Criteria	Review Level	Notes
	B.	Yes, appear appropriate for students at those grade levels.
	C.	Yes, appear appropriate for students at those grade levels.
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.	Yes, they scaffold well from year to year. That is particularly critical w/ grammar.
	B.	Yes, the level of complexity expected increases each year.
	C.	Yes, scaffolded well & complexity increases.
Does the element <b>support subject matter comprehension?</b>	A.	Yes, enables effective reading and writing.
	B.	Yes, enables effective reading and writing.
	C.	Yes, enables effective reading and writing.
Does the element <b>promote essential knowledge in the subject?</b>	A.	Yes, conventions are considered one of the foundations of English language/literature.
	B.	Yes, the appropriate application of language is one of the foundations of English language/literature.
	C.	Yes, vocabulary is considered one of the foundations of English language/literature.
Does the element <b>promote lifelong learning?</b>	A.	Yes/partially. At least a basic understanding of conventions is critical when reading/listening to obtain new ideas; some of the more sophisticated grammatical issues may be slightly less essential.
	B.	Yes, because understanding how language works and what effects speakers are trying to achieve helps in analyzing/synthesizing new knowledge being presented.
	C.	Yes, a strong vocabulary is important for understanding information being presented.
Does the element <b>promote the liberal arts tradition?</b>	A.	Yes, it supports it—understanding basic conventions can help in reading information both inside and outside of the English field.
	B.	Yes, knowledge of language and the effects it can achieve is important when presenting or listening to information--across all fields.

Review Criteria	Review Level	Notes
	C.	Yes, a robust vocabulary is particularly important in accessing a variety of content areas.
Does the element <b>promote college and career readiness</b> ?	A.	Yes, students/potential employees are often assessed on their grasp of conventions.
	B.	Yes, critical to understand how to apply these elements.
	C.	Yes, helpful as a learner & as a communicator (as student, as employee) to have strong vocabulary.
Does the element <b>reduce the need for remediation</b> ?	A.	Yes, if implemented effectively.
	B.	Yes, if implemented effectively.
	C.	Yes, if implemented effectively.
Does the element <b>meet the definition of a standard</b> ?	A.	Yes.
	B.	Yes.
	C.	Yes.

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> Topics: <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?  <div style="text-align: center; font-size: 1.2em;">yes</div>	A. <i>yes</i>	<i>brief w/ ex.</i>
	B. <i>"</i>	<i>"</i>
	C. <i>"</i>	<i>"</i>
	D. <i>"</i>	<i>"</i>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?  yes	A. <i>yes</i>	scaffolded well, plus <i>minoring</i> / <i>spreading</i> skills from <i>lit.</i>
	B. "	"
	C. "	"
	D. "	"
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?  yes	A. <i>yes</i>	scaffolded + <i>ident. ideas</i> / <i>arguments</i> / <i>oral evidence</i>
	B. "	" + <i>connections b/w ideas, authorial POV</i>
	C. "	" + <i>genre, argument analysis</i>
	D. "	" <i>GL reading.</i>
Does the element <b>support subject matter comprehension</b> ?  yes	A. <i>yes</i>	[ <i>yes, see above</i> ]
	B. "	
	C. "	
	D. "	
Does the element <b>promote essential knowledge in the subject</b> ?  yes	A. <i>yes</i>	[ <i>yes, see above</i> ]
	B. "	
	C. "	
	D. "	
Does the element <b>promote lifelong learning</b> ?  <i>cautions yes</i>	A. <i>yes</i>	<i>Very active learning - again, instruction matters!</i>
	B. "	"
	C. "	"
	D. "	"

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i>	ability to read <u>across</u> content areas
	B. " "	"
	C. " "	"
	D. " "	"
Does the element <b>promote college and career readiness</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i>	ideas + evidence = key
	B. " "	connections bt ideas + authorial POV = key
	C. " "	
	D. " "	
Does the element <b>reduce the need for remediation</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i>	well-scaffolded
	B. " "	
	C. " "	
	D. " "	
Does the element <b>meet the definition of a standard</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i> ✓	
	B. <i>yes</i> ✓	
	C. <i>yes</i> ✓	
	D. <i>yes</i> ✓	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

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<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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<b>Committee Member Name</b>	
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<b>Grade Level(s) Under Review</b>	K-5 <input checked="" type="checkbox"/> 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. <i>yes</i>	<i>balance w/ specificity &amp; brevity</i>
	B. <i>yes</i>	
	C. <i>yes</i>	
	D. <i>yes</i>	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i>	scaffolding done esp. well <sup>if def. increased</sup> <sub>for on cur</sub>
	B. <i>yes</i>	"
	C. <i>yes</i>	"
	D. <i>yes</i>	"
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i>	understanding sig. of elements & understanding theme, cur
	B. <i>yes</i>	understanding how text <u>works</u>
	C. <i>yes</i>	able to compare/contrast bt texts ↑ make <u>connections</u>
	D. <i>yes</i>	focus on grade level reading/increased <u>complexity</u>
Does the element <b>support subject matter comprehension</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i>	see answers above
	B. "	
	C. "	
	D. "	
Does the element <b>promote essential knowledge in the subject</b> ?  <div style="text-align: right; font-size: 1.2em;">yes</div>	A. <i>yes</i>	see answers above
	B. "	
	C. "	
	D. "	
Does the element <b>promote lifelong learning</b> ?  <div style="text-align: right; font-size: 1.2em;">certainly yes</div>	A.	exposes students to wide range, achieve - as far as standards go, yes
	B.	"
	C.	"
	D.	"

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?  <i>yes</i>	A. <i>yes</i>	exposure to/analysis of wide variety of texts
	B. <i>"</i>	<i>"</i>
	C. <i>"</i>	<i>"</i>
	D. <i>"</i>	MUST be able to read to participate in <del>reading</del> <i>reading</i>
Does the element <b>promote college and career readiness</b> ?  <i>yes</i>	A. <i>yes</i>	identifying "big ideas", core literary knowledge
	B. <i>yes</i>	word choice, POV
	C. <i>yes</i>	compare/contrast, connections
	D. <i>yes</i>	reading ability
Does the element <b>reduce the need for remediation</b> ?  <i>yes</i>	A. <i>yes</i>	Scaffolds
	B. <i>"</i>	<i>"</i>
	C. <i>"</i>	<i>"</i>
	D. <i>"</i>	<i>"</i>
Does the element <b>meet the definition of a standard</b> ?  <i>yes</i>	A. <i>yes</i>	-
	B. <i>"</i>	-
	C. <i>"</i>	-
	D. <i>"</i>	-

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	<b>Yes. Very clear and concise.</b>
	B.	<b>Yes. Very clear and concise.</b>
Is the element <b>grade level appropriate</b> ?	A.	Yes, elements seem ambitious yet attainable.
	B.	Yes, elements seem ambitious yet attainable.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	Yes, the skills scaffold in each year.
	B.	Yes, the skills scaffold in each year.

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A.	Yes. The ability to have meaningful conversations about texts both reinforces and requires subject matter comprehension.
	B.	Yes. Presentation of knowledge orally reinforces presentation of knowledge in writing.
Does the element <b>promote essential knowledge in the subject</b> ?	A.	Yes, in part because speaking and listening is reinforcing the reading/writing standards by having students discuss topics appropriate to their grade level.
	B.	Yes, the ability to organize and convey information orally is critical for communication and reinforces writing/reading skills.
Does the element <b>promote lifelong learning</b> ?	A.	Yes, teaching students to engage in meaningful dialogue, to use research & to evaluate the presentations/arguments of others will help them in lifelong learning.
	B.	Yes, although perhaps not as directly as comprehension/collaboration. In order to present/organize ideas, students must be able to process/synthesize (critical for lifelong learning).
Does the element <b>promote the liberal arts tradition</b> ?	A.	Yes, these skills will serve students well when engaging in other content areas.
	B.	Yes, these skills can be broadly applied and are relevant to other content areas.
Does the element <b>promote college and career readiness</b> ?	A.	Yes (enthusiastically). The discussion skills students are building will serve them well in college classrooms and careers (especially coming to discussions prepared, utilizing research, learning to respond to others).
	B.	Yes. The ability to effectively present information orally is important in college and critical in careers, as is the ability to analyze context and determine appropriate way of communicating.
Does the element <b>reduce the need for remediation</b> ?	A.	Yes, if implemented effectively.
	B.	Yes, if implemented effectively.
Does the element <b>meet the definition of a standard</b> ?	A.	Yes.
	B.	Yes.



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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Jana Fornario
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	Yes, concise, but also provides specifics on what each product should look like.
	B.	Yes.
	C.	Yes; the examples provided help clarify.

Review Criteria	Review Level	Notes
	D.	Definitely concise; per comments on earlier grade levels, the standard is written in a way that allows it to be individualized to meet student needs—however, that does mean there is more need for teacher interpretation on appropriate targets here.
Is the element <b>grade level appropriate</b> ?	A.	Yes. The standards seem developmentally appropriate and well-scaffolded.
	B.	“
	C.	“
	D.	Yes. The standard itself is written flexibly (ex. “extended time frames”) so that it can be interpreted as appropriate for students.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	Yes. At each level the standards require additional complexity and/or more independent work.
	B.	“
	C.	“
	D.	The standard allows for higher student performance, but because it is written in a flexible way, continued growth for students depends on teacher monitoring and setting individual goals.
Does the element <b>support subject matter comprehension</b> ?	A.	Yes. Students write in range of genres important to the subject & learn the important facets of each genre.
	B.	Yes. In addition to above, students learn to recognize issues with their writing & improve their work.
	C.	Yes. Learn how to perform & use research.
	D.	Subject matter comprehension doesn’t seem quite applicable, but it is very important for increasing subject matter success (creating the “habit of writing”)
Does the element <b>promote essential knowledge in the subject</b> ?	A.	Yes. See comments in section above.
	B.	Yes. See comments in section above.
	C.	Yes. See comments in section above.

Review Criteria	Review Level	Notes
	D.	Yes. See comments in section above.
Does the element <b>promote lifelong learning</b> ?	A.	Yes—exposing students to varied genres.
	B.	Yes—the ability to analyze writing & make it stronger is critical for continual improvement as a writer.
	C.	Yes—the ability to research would allow a student to continue to learn about anything independently.
	D.	Yes—the ability to sit & write is important for lifelong learning.
Does the element <b>promote the liberal arts tradition</b> ?	A.	Yes, by strengthening writing, which is critical to the liberal arts tradition.
	B.	See above.
	C.	See above.
	D.	See above.
Does the element <b>promote college and career readiness</b> ?	A.	Yes, developing clear ideas and communicating them is critical for college & careers. The narrative component may be less critical, although it may be important for some students.
	B.	Yes, both the editing and learning ways of “publishing” work are helpful for college & careers.
	C.	Yes. Research is critical for college & it is necessary to start teaching it early; it is also critical for many careers. Drawing evidence & supporting ideas are incredibly important.
	D.	Yes. Building habits of independent writing is critical for college and many careers.
Does the element <b>reduce the need for remediation</b> ?	A.	Yes, if implemented correctly, each year builds on the last & contributes to the end-goal of students graduating college/career-ready.
	B.	See above.
	C.	See above.

Review Criteria	Review Level	Notes
	D.	See above. Also, because this one is written so flexibly, careful implementation & monitoring is especially important.
Does the element <b>meet the definition of a standard?</b>	A.	Yes.
	B.	Yes.
	C.	Yes.
	D.	Yes.

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**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

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**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Fornario
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	<b>Yes, clear and concise (the examples given are helpful).</b>
	B.	<b>Yes, clear and concise (the examples given are helpful).</b>
	C.	<b>Yes, clear and concise (the examples given are helpful).</b>
Is the element <b>grade level appropriate</b> ?	A.	Yes, appears appropriate for students at those grade levels.

Review Criteria	Review Level	Notes
	B.	Yes, appears appropriate for students at those grade levels.
	C.	Yes, appears appropriate for students at those grade levels.
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.	Yes, they scaffold well from year to year. That is particularly critical w/ grammar. I particularly like the level of complexity at 12 <sup>th</sup> grade (asking students not just to understand usage, but to “resolve issues of complex or contested usage”).
	B.	Yes, the level of complexity expected increases each year; students are asked to very intentionally use syntax, etc.
	C.	Yes, scaffolded well & complexity increases (asked to apply vocab skills on higher-level texts, look at more complicated figurative language, etc.).
Does the element <b>support subject matter comprehension?</b>	A.	Yes, conventions are an essential part of reading and writing.
	B.	Yes, enables effective reading and writing.
	C.	Yes, understanding/decoding vocabulary enables effective reading and writing.
Does the element <b>promote essential knowledge in the subject?</b>	A.	Yes, conventions are considered one of the foundations of English language/literature.
	B.	Yes, the appropriate application of language and understanding varied syntax is one of the foundations of English language/literature.
	C.	Yes, vocabulary is considered one of the foundations of English language/literature.
Does the element <b>promote lifelong learning?</b>	A.	Yes. At least a basic understanding of conventions is critical when reading/listening to obtain new ideas; prompting students to become questioners of language (for example, resolving contested usage) promotes a lifelong active engagement with language.
	B.	Yes, because understanding how language works and how to use varied syntax for effect helps in analyzing/synthesizing new knowledge being presented.

Review Criteria	Review Level	Notes
	C.	Yes, a strong vocabulary is important for understanding information being presented.
Does the element <b>promote the liberal arts tradition?</b>	A.	Yes, it supports it—understanding basic conventions can help in reading information both inside and outside of the English field.
	B.	Yes, knowledge of language and the effects it can achieve is important when presenting or listening to information--across all fields.
	C.	Yes, a robust vocabulary is particularly important in accessing a variety of content areas.
Does the element <b>promote college and career readiness?</b>	A.	Yes, students/potential employees are often assessed on their grasp of conventions.
	B.	Yes, critical to understand how to apply these elements.
	C.	Yes, helpful as a learner & as a communicator (as student, as employee) to have strong vocabulary.
Does the element <b>reduce the need for remediation?</b>	A.	Yes, if implemented effectively.
	B.	Yes, if implemented effectively.
	C.	Yes, if implemented effectively.
Does the element <b>meet the definition of a standard?</b>	A.	Yes.
	B.	Yes.
	C.	Yes.

**Ohio Revised Code 3301.079 (I)(2)(a)**

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# Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	<p>K-5</p> <p>6-8</p> <p>9-12</p>

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?  <i>yes</i>	A. <i>yes</i>	<i>Specific/brief</i>
	B. <i>-</i>	
	C. <i>✓</i>	
	D. <i>✓</i>	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?  Yes	A.	Anchor standards show how skills centered around scaffolding
	B.	"
	C.	"
	D.	"
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?  Yes	A.	sophisticated use of evidence analysis
	B.	word choice/verbs, structure, PW
	C.	sophisticated analysis, foundational texts
	D.	GL Reading
Does the element <b>support subject matter comprehension</b> ?  Yes	A.	See above
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?  Yes	A.	See above
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?  Cautious yes	A.	understanding nonfiction → ability to learn more
	B.	"
	C.	"
	D.	"

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>  <div style="text-align: right; font-size: 1.5em;">Yes</div>	A. Yes	enables reading <u>across</u> content areas
	B. "	
	C. "	
	D. "	
Does the element <b>promote college and career readiness?</b>  <div style="text-align: right; font-size: 1.5em;">Yes</div>	A. Yes	Sophisticated analysis skills
	B. "	"
	C. "	"
	D. Yes	reading @ GC
Does the element <b>reduce the need for remediation?</b>  <div style="text-align: right; font-size: 1.5em;">Yes</div>	A. Yes	Scaffolding
	B. "	
	C. "	
	D. "	
Does the element <b>meet the definition of a standard?</b>  <div style="text-align: right; font-size: 1.5em;">Yes</div>	A. Yes	-
	B. "	
	C. "	
	D. "	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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# Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	English Language Arts
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	<p>K-5</p> <p>6-8</p> <p>9-12</p>

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise?</b>  yes	A. yes	Dr. et, provides examples
	B. "	
	C. "	
	D. "	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?  <i>yes</i>	A. <i>yes</i>	<i>yes - I like how 9-10 / 11-12 are grouped together - allows a little flex. on the anchor standard</i>
	B. "	
	C. "	
	D. "	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?  <i>yes</i>	A. <i>yes</i>	<i>great emphasis on analysis / textual evidence word choice, authorial intent, inference Comparing texts focus on GL reading</i>
	B. "	
	C. "	
	D. "	
Does the element <b>support subject matter comprehension</b> ?  <i>yes</i>	A. <i>yes</i>	<i>See answers in section above</i>
	B. "	
	C. "	
	D. "	
Does the element <b>promote essential knowledge in the subject</b> ?  <i>yes</i>	A. "	
	B. "	
	C. "	
	D. "	
Does the element <b>promote lifelong learning</b> ?  <i>cautious yes</i>	A.	<i>See comments in other reviews</i>
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>  yes	A. yes	all about literature/learning
	B. "	"
	C. "	"
	D. "	"
Does the element <b>promote college and career readiness?</b>  yes	A. yes	supporting ideas, identifying ideas
	B. yes	vocab, authorial intent
	C. yes	analysis skills
	D. yes	reading level
Does the element <b>reduce the need for remediation?</b>  yes	A. yes	scaffolded well
	B. "	
	C. "	
	D. "	
Does the element <b>meet the definition of a standard?</b>  yes	A. yes	
	B. "	
	C. "	
	D. "	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	<b>Yes. Very clear and concise.</b>
	B.	<b>Yes. Very clear and concise.</b>
Is the element <b>grade level appropriate</b> ?	A.	Yes, elements seem ambitious yet attainable.
	B.	Yes, elements seem ambitious yet attainable.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	Yes, the skills scaffold in each year.
	B.	Yes, the skills scaffold in each year.

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A.	Yes. The ability to have meaningful conversations about texts and grade-level topics both reinforces and requires subject matter comprehension.
	B.	Yes. Presentation of knowledge orally reinforces presentation of knowledge in writing.
Does the element <b>promote essential knowledge in the subject</b> ?	A.	Yes, in part because speaking and listening is reinforcing the reading/writing standards by having students discuss topics appropriate to their grade level.
	B.	Yes, the ability to organize and convey information orally is critical for communication and reinforces writing/reading skills.
Does the element <b>promote lifelong learning</b> ?	A.	Yes, teaching students to engage in meaningful dialogue, to use research & to evaluate the presentations/arguments of others will help them in lifelong learning.
	B.	Yes, although perhaps not as directly as comprehension/collaboration. In order to present/organize ideas, students must be able to process/synthesize (critical for lifelong learning).
Does the element <b>promote the liberal arts tradition</b> ?	A.	Yes, these skills will serve students well when engaging in other content areas.
	B.	Yes, these skills can be broadly applied and are relevant to other content areas.
Does the element <b>promote college and career readiness</b> ?	A.	Yes (enthusiastically). The discussion skills students are building will serve them well in college classrooms and careers (especially coming to discussions prepared, utilizing research, learning to respond to others). I especially appreciate the focus on responding to people with different opinions. More than making students college/career-ready, I believe these skills make students democracy-ready.
	B.	Yes. The ability to effectively present information orally is important in college and critical in careers, as is the ability to analyze context and determine appropriate way of communicating. The focus on integrating information to solve problems and make decisions is especially important.
Does the element <b>reduce the need for remediation</b> ?	A.	Yes, if implemented effectively.

Review Criteria	Review Level	Notes
	B.	Yes, if implemented effectively.
Does the element <b>meet the definition of a standard?</b>	A.	Yes.
	B.	Yes.

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Jana Fornario
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A.	Yes, concise, but also provides specifics on what each product should look like.
	B.	Yes.
	C.	Yes; the examples provided help clarify.

Review Criteria	Review Level	Notes
	D.	Definitely concise; per comments on earlier grade levels, the standard is written in a way that allows it to be individualized to meet student needs—however, that does mean there is more need for teacher interpretation on appropriate targets here.
Is the element <b>grade level appropriate</b> ?	A.	Yes. The standards seem developmentally appropriate and well-scaffolded. The standards for 11 <sup>th</sup> -12 <sup>th</sup> are skills necessary for successful transition to college/career.
	B.	“
	C.	“
	D.	Yes. The standard itself is written flexibly (ex. “extended time frames”) so that it can be interpreted as appropriate for students.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	Yes. At each level the standards require additional complexity and/or more independent work, with the 11 <sup>th</sup> -12 <sup>th</sup> grade standards bringing together all skills learned.
	B.	“
	C.	“
	D.	The standard allows for higher student performance, but because it is written in a flexible way, continued growth for students depends on teacher monitoring and setting individual goals.
Does the element <b>support subject matter comprehension</b> ?	A.	Yes. Students write in range of genres important to the subject & learn the important facets of each genre.
	B.	Yes. In addition to above, students learn to recognize issues with their writing & improve their work.
	C.	Yes. Learn how to perform & use research.
	D.	Subject matter comprehension doesn’t seem quite applicable, but it is very important for increasing subject matter success (creating the “habit of writing”)
Does the element <b>promote essential knowledge in the subject</b> ?	A.	Yes. See comments in section above.
	B.	Yes. See comments in section above.

Review Criteria	Review Level	Notes
	C.	Yes. See comments in section above.
	D.	Yes. See comments in section above.
Does the element <b>promote lifelong learning</b> ?	A.	Yes—exposing students to varied genres & teaching students ways to write for each genre.
	B.	Yes—the ability to analyze writing & make it stronger is critical for continual improvement as a writer.
	C.	Yes—the ability to research would allow a student to continue to learn about anything independently.
	D.	Yes—the habit of writing is important for lifelong learning.
Does the element <b>promote the liberal arts tradition</b> ?	A.	Yes, by strengthening writing, which is critical to the liberal arts tradition.
	B.	See above.
	C.	See above.
	D.	See above.
Does the element <b>promote college and career readiness</b> ?	A.	Yes, developing clear ideas and communicating them well is critical for college & careers. The narrative component may be less critical, although it may be important for some students. The standards at this level demonstrate the necessary complexity & sophistication.
	B.	Yes, both the editing and learning ways of “publishing” work are helpful for college & careers. The standards at this level demonstrate the necessary complexity & sophistication.
	C.	Yes. Research is critical for college & it is necessary to start teaching it early; it is also critical for many careers. Drawing evidence & supporting ideas are incredibly important. The standards at this level demonstrate the necessary complexity & sophistication.
	D.	Yes. Building habits of independent writing is critical for college and many careers.

Review Criteria	Review Level	Notes
Does the element <b>reduce the need for remediation?</b>	A.	Yes, if implemented correctly, each year builds on the last & contributes to the end-goal of students graduating college/career-ready.
	B.	See above.
	C.	See above.
	D.	See above. Also, because this one is written so flexibly, careful implementation & monitoring is especially important.
Does the element <b>meet the definition of a standard?</b>	A.	Yes.
	B.	Yes.
	C.	Yes.
	D.	Yes.

## Ohio Standards Committee Review Form

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### Definitions

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> Topics: <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.Y	It has been explained well for each grade-level.
	B.Y	
	C.Y	Clear progression with Bloom's Taxonomy using compare/contrast, etc.
	D.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
	C.Y	Unknown words and vocabulary are an important part of ALL subject areas and the standards address that.
	D.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	Again, Bloom's taxonomy is evident in the standards and progression through grade levels.
	C.Y	
	D.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	Text complexity is imperative for college and career readiness and lifelong learning.
Does the element <b>promote the liberal arts tradition</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	Range of reading and text complexity is for all subject areas, not just ELA.
Does the element <b>promote college and career readiness</b> ?	A.Y	
	B.Y	Addressing point of view is evident and this is important for college and career as it is a lifelong skill.
	C.Y	
	D.Y	
Does the element <b>reduce the need for remediation</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>meet the definition of a standard</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
Is the element <b>grade level appropriate</b> ?	A.Y	
	B.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C.Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.Y	
	B.Y	
	C.Y	Language Standards highlight the importance of having good reading and comprehension skills in order to be successful with vocabulary acquisition and use. Students must be able to use the text and “look back” to understand the meaning of some words. This is certainly demonstrated on high stakes test (OAA, OGT and PARCC).
Does the element <b>support subject matter comprehension?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote essential knowledge in the subject?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote lifelong learning?</b>	A.Y	All topics of the language standards are important for life skills.
	B.Y	
	C.Y	
Does the element <b>promote the liberal arts tradition?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote college and career readiness?</b>	A.Y	
	B.Y	

# Standards Committee Review Form

Review Criteria	Review Level	Notes
	C.Y	
Does the element <b>reduce the need for remediation?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>meet the definition of a standard?</b>	A.Y	
	B.Y	
	C.Y	

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<b>Committee Member Name</b>	
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<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.Y	It has been explained well for each grade-level.
	B.Y	
	C.Y	Clear progression with Bloom's Taxonomy using compare/contrast, etc.
	D.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
	C.Y	Unknown words and vocabulary are an important part of ALL subject areas and the standards address that.
	D.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	Again, Bloom's taxonomy is evident in the standards and progression through grade levels.
	C.Y	
	D.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	Text complexity is imperative for college and career readiness and lifelong learning.
Does the element <b>promote the liberal arts tradition</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	Range of reading and text complexity is for all subject areas, not just ELA.
Does the element <b>promote college and career readiness</b> ?	A.Y	
	B.Y	Addressing point of view is evident and this is important for college and career as it is a lifelong skill.
	C.Y	
	D.Y	
Does the element <b>reduce the need for remediation</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>meet the definition of a standard</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Ohio Standards Committee Review Form

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### Ohio Revised Code 3301.079 (I)(2)(a)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> Topics: <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.Y	It has been explained well for each grade-level.
	B.Y	
	C.Y	Clear progression with Bloom's Taxonomy using compare/contrast, etc.
	D.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
	C.Y	Unknown words and vocabulary are an important part of ALL subject areas and the standards address that.
	D.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	Again, Bloom's taxonomy is evident in the standards and progression through grade levels.
	C.Y	
	D.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	Text complexity is imperative for college and career readiness and lifelong learning.
Does the element <b>promote the liberal arts tradition</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	Range of reading and text complexity is for all subject areas, not just ELA.
Does the element <b>promote college and career readiness</b> ?	A.Y	
	B.Y	Addressing point of view is evident and this is important for college and career as it is a lifelong skill.
	C.Y	
	D.Y	
Does the element <b>reduce the need for remediation</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>meet the definition of a standard</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
Is the element <b>grade level appropriate</b> ?	A.Y	
	B.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	The preparation behind comprehension and collaboration dovetails nicely with the presentation standards.
	B.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	Students collaborate early on in education with question and answer opportunities to “show what you know.”
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	These are skills that will grow from year to year, and students are given opportunities to demonstrate each year to master these skills.
	B.Y	There is room for flexibility while allowing probing questions, providing a full range of opinions and opportunities to resolve contradictions.
Does the element <b>promote the liberal arts tradition</b> ?	A.Y	Again, there is room for flexibility, and the student is able to choose topics that may be more of an interest.
	B.Y	
Does the element <b>promote college and career readiness</b> ?	A.Y	
	B.Y	
Does the element <b>reduce the need for remediation</b> ?	A.Y	Early prep is key for this topic.
	B.Y	Early prep is key for this topic, and the standards scaffold nicely from year to year.
Does the element <b>meet the definition of a standard</b> ?	A.Y	
	B.Y	

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## Standards Committee Review Form

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<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	<b>Standards include guidance and support which is imperative.</b>
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	With the addition of guidance and support, all categories are grade level appropriate.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	The standards are aligned appropriately for each grade to spiral to the next grade level. Each grade allows for mastery and to build upon the skills from year to year.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	For each topic, the standards allow for students to gain essential knowledge in all aspects of writing and build upon them from year to year.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	Students can read for enjoyment, to gain knowledge etc.
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	B. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	C. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	D. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	

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Review Criteria	Review Level	Notes
	D. Y	

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<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5 <b>6-8</b> 9-12

**Review level**      **Yes** it meets the review criteria  
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Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
Is the element <b>grade level appropriate</b> ?	A.Y	
	B.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C.Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.Y	
	B.Y	
	C.Y	Students must have solid foundation in reading/comprehension skills to be able to determine new words and their meaning---these skills are important to teach together and not in isolation.
Does the element <b>support subject matter comprehension?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote essential knowledge in the subject?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote lifelong learning?</b>	A.Y	All topics of the language standards are important for life skills.
	B.Y	
	C.Y	
Does the element <b>promote the liberal arts tradition?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote college and career readiness?</b>	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>reduce the need for remediation</b> ?	A.Y	
	B.Y	
	C.Y	
Does the element <b>meet the definition of a standard</b> ?	A.Y	
	B.Y	
	C.Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> Topics: <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.Y	It has been explained well for each grade-level.
	B.Y	
	C.Y	Clear progression with Bloom's Taxonomy using compare/contrast, etc.
	D.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
	C.Y	Unknown words and vocabulary are an important part of ALL subject areas and the standards address that.
	D.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	Again, Bloom's taxonomy is evident in the standards and progression through grade levels.
	C.Y	
	D.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	Text complexity is imperative for college and career readiness and lifelong learning.
Does the element <b>promote the liberal arts tradition</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	Range of reading and text complexity is for all subject areas, not just ELA.
Does the element <b>promote college and career readiness</b> ?	A.Y	
	B.Y	Addressing point of view is evident and this is important for college and career as it is a lifelong skill.
	C.Y	
	D.Y	
Does the element <b>reduce the need for remediation</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>meet the definition of a standard</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

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### Definitions

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**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

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<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

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Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.Y	It has been explained well for each grade-level.
	B.Y	
	C.Y	Clear progression with Bloom's Taxonomy using compare/contrast, etc.
	D.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
	C.Y	Unknown words and vocabulary are an important part of ALL subject areas and the standards address that.
	D.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	Again, Bloom's taxonomy is evident in the standards and progression through grade levels.
	C.Y	
	D.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	Text complexity is imperative for college and career readiness and lifelong learning.
Does the element <b>promote the liberal arts tradition?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	Range of reading and text complexity is for all subject areas, not just ELA.
Does the element <b>promote college and career readiness?</b>	A.Y	
	B.Y	Addressing point of view is evident and this is important for college and career as it is a lifelong skill.
	C.Y	
	D.Y	
Does the element <b>reduce the need for remediation?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>meet the definition of a standard?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
Is the element <b>grade level appropriate</b> ?	A.Y	The topics begin to hold students accountable for the future by coming prepared to class. Standards call for students to prepare questions, answers and discussions before class and then they can discuss when it is time to come back together.
	B.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.Y	
	B.Y	
Does the element <b>support subject matter comprehension?</b>	A.Y	
	B.Y	Students are given a wide range of opportunities for collaboration and discussion topics.
Does the element <b>promote essential knowledge in the subject?</b>	A.Y	
	B.Y	
Does the element <b>promote lifelong learning?</b>	A.Y	
	B.Y	Prepares students life beyond college and career—everyday relationships.
Does the element <b>promote the liberal arts tradition?</b>	A.Y	Again, there is room for flexibility, and the student is able to choose topics that may be more of an interest.
	B.Y	
Does the element <b>promote college and career readiness?</b>	A.Y	
	B.Y	
Does the element <b>reduce the need for remediation?</b>	A.Y	Early prep is key for this topic.
	B.Y	Early prep is key for this topic, and the standards scaffold nicely from year to year.
Does the element <b>meet the definition of a standard?</b>	A.Y	
	B.Y	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 <b>6-8</b> 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	<b>Writing arguments to support claims begins early on, but it is highlighted more 6-8 which preps for college and career.</b>
	B. Y	<b>Standards include guidance and support which is imperative.</b>
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	Supporting claims is built upon throughout the grades which is important for college and career.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	The standards are aligned appropriately for each grade to spiral to the next grade level. Each grade allows for mastery and to build upon the skills from year to year.
	B. Y	Very helpful for life as well as high stakes tests.
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	For each topic, the standards allow for students to gain essential knowledge in all aspects of writing and build upon them from year to year.
	B. Y	Writing is for life, and the standards build for mastery beyond the classroom.
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	B. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	C. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	D. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	

# Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
	D. Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
Is the element <b>grade level appropriate</b> ?	A.Y	
	B.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C.Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.Y	
	B.Y	
	C.Y	Students must have solid foundation in reading/comprehension skills to be able to determine new words and their meaning---these skills are important to teach together and not in isolation.
Does the element <b>support subject matter comprehension?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote essential knowledge in the subject?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote lifelong learning?</b>	A.Y	All topics of the language standards are important for life skills.
	B.Y	
	C.Y	
Does the element <b>promote the liberal arts tradition?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>promote college and career readiness?</b>	A.Y	
	B.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C.Y	The idea of consulting reference materials is important to the standards. Students live in a digital age, but it is imperative for students to access dictionaries, reference materials, etc. for assistance and a way to check for understanding.
Does the element <b>reduce the need for remediation?</b>	A.Y	
	B.Y	
	C.Y	
Does the element <b>meet the definition of a standard?</b>	A.Y	
	B.Y	
	C.Y	

## Ohio Standards Committee Review Form

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**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> Topics: <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.Y	It has been explained well for each grade-level.
	B.Y	
	C.Y	Clear progression with Bloom's Taxonomy using compare/contrast, etc.
	D.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
	C.Y	Unknown words and vocabulary are an important part of ALL subject areas and the standards address that.
	D.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	Again, Bloom's taxonomy is evident in the standards and progression through grade levels.
	C.Y	
	D.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	Text complexity is imperative for college and career readiness and lifelong learning.
Does the element <b>promote the liberal arts tradition?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	Range of reading and text complexity is for all subject areas, not just ELA.
Does the element <b>promote college and career readiness?</b>	A.Y	
	B.Y	Addressing point of view is evident and this is important for college and career as it is a lifelong skill.
	C.Y	
	D.Y	
Does the element <b>reduce the need for remediation?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>meet the definition of a standard?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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## Standards Committee Review Form

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<b>Committee Member Name</b>	
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<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.Y	It has been explained well for each grade-level.
	B.Y	
	C.Y	Clear progression with Bloom's Taxonomy using compare/contrast, etc.
	D.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
	C.Y	Unknown words and vocabulary are an important part of ALL subject areas and the standards address that.
	D.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	Again, Bloom's taxonomy is evident in the standards and progression through grade levels.
	C.Y	
	D.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	
	B.Y	
	C.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	Text complexity is imperative for college and career readiness and lifelong learning.
Does the element <b>promote the liberal arts tradition?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	Range of reading and text complexity is for all subject areas, not just ELA.
Does the element <b>promote college and career readiness?</b>	A.Y	
	B.Y	Addressing point of view is evident and this is important for college and career as it is a lifelong skill.
	C.Y	
	D.Y	
Does the element <b>reduce the need for remediation?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	
Does the element <b>meet the definition of a standard?</b>	A.Y	
	B.Y	
	C.Y	
	D.Y	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Y	
	B.Y	
Is the element <b>grade level appropriate</b> ?	A.Y	
	B.Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.Y	
	B.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A.Y	
	B.Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A.Y	
	B.Y	
Does the element <b>promote lifelong learning</b> ?	A.Y	The standards provide excellent examples of what students to do to master these skills.
	B.Y	There is room for flexibility while allowing probing questions, providing a full range of opinions and opportunities to resolve contradictions.
Does the element <b>promote the liberal arts tradition</b> ?	A.Y	Again, there is room for flexibility, and the student is able to choose topics that may be more of an interest.
	B.Y	
Does the element <b>promote college and career readiness</b> ?	A.Y	The standards provide opportunities to perfect skills over time by allowing having students respond thoughtfully and promote civil discussions.
	B.Y	It is imperative for students to be able to present information thoughtfully no matter if they choose a trade or a college path.
Does the element <b>reduce the need for remediation</b> ?	A.Y	
	B.Y	
Does the element <b>meet the definition of a standard</b> ?	A.Y	
	B.Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	<b>Writing arguments to support claims begins early on, but it is for college and career readiness for 9-12.</b>
	B. Y	
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	Supporting claims is built upon throughout the grades which is important for college and career.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	The standards are aligned appropriately for each grade to spiral to the next grade level. Each grade allows for mastery and to build upon the skills from year to year.
	B. Y	Very helpful for life as well as high stakes tests.
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	For each topic, the standards allow for students to gain essential knowledge in all aspects of writing and build upon them from year to year.
	B. Y	Writing is for life, and the standards build for mastery beyond the classroom.
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	B. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	C. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
	D. Y	Writing standards are much more aligned to what a student needs to be successful in the work place and college ready.
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	

# Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

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**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Tracy Obringer
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	<u>K-5</u> 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. y	
	B. y	Slightly unclear...the way I am reading it, students need to know WHAT a verb, noun, etc is in K-2, but they don't know what it is called until Grade 3? No complaint, just wanted to clarify.
	C. y	
Is the element <b>grade level appropriate</b> ?	A. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	
	B. Y	
	C. y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	In order to be a successful writer/reader, the parts of speech must be learned at an early age. This is also important in the speaking aspect, even though we may not adhere to the strict rules of Language, we still need to be able to communicate.
	B. Y	
	C. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
<b>Does the element reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
<b>Does the element meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Tracy Obringer
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. y	
	B. y	
Is the element <b>grade level appropriate</b> ?	A. y	
	B. y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. y	Love that students are being asked to <u>SUPPORT</u> evidence at a young age! (ie. Grade 4, #3)
	B. y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A. y	
	B. y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. y	
	B. y	
Does the element <b>promote lifelong learning</b> ?	A. y	
	B. y	
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	
	B. y	
Does the element <b>promote college and career readiness</b> ?	A. y	
	B. y	
Does the element <b>reduce the need for remediation</b> ?	A. y	
	B. y	
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. y	

As a high school teacher, I really try to stress the importance of being an active listener and a quality speaker. Starting students at a young age with knowing the appropriate time to speak, HOW to speak, and (most importantly, in my opinion) be able to support their points is vital. As a teacher, I realize that not every student is going to love reading and writing. BUT, every student MUST be able to speak and listen in order to become a fully functioning adult. By starting them with this skill in the K-5 grade bands, students will hopefully have mastered the skill by the time they enter the college/career ready aspect of their lives.

## Standards Committee Review Form

Standards Committee (Content Area)	English Language Arts
Committee Member Name	<i>Jacy Obringer</i>
Element Under Review (Theme, Area, Strand)	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
Grade Level(s) Under Review	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12

**Review level**      Yes it meets the review criteria  
                                  Partially meets the review criteria or **undetermined**  
                                  No it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element clear and concise?	A. <i>yes</i>	
	B. <i>yes</i>	
	C. <i>yes</i>	
	D. <i>yes</i>	

### Standards Committee Review Form

Is the element grade level appropriate?	A.	y
	B.	y
	C.	y
	D.	y
Does the element promote higher student performance, learning and improved student achievement?	A.	y
	B.	y
	C.	y
	D.	y
Does the element support subject matter comprehension?	A.	y
	B.	y
	C.	y
	D.	y
Does the element promote essential knowledge in the subject?	A.	y
	B.	y
	C.	y
	D.	y
Does the element promote lifelong learning?	A.	y
	B.	y
	C.	y
	D.	y
Does the element promote the liberal arts tradition?	A.	y
	B.	y

## Standards Committee Review Form

	C.	y	
	D.	y	
Does the element promote college and career readiness?	A.	y	
	B.	y	
	C.	y	
	D.	y	
Does the element reduce the need for remediation?	A.	y	
	B.	y	
	C.	y	
	D.	y	
Does the element meet the definition of a standard?	A.	y	
	B.	y	
	C.	y	
	D.	y	

As a high school English teacher (and mother of a 1st grader and a KG) I think these standards are fantastic. I have seniors who have a hard time being able to prove their point - and I truly think we will see great gains in writing due to the new standards!

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<b>Committee Member Name</b>	Tracy Obringer
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5 <u>6-8</u> 9-12

**Review level**      **Yes** it meets the review criteria  
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Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	

The 6-8 standards are much shorter than the K-5, and rightfully so. The K-5 grade bands are setting the stage for proper use of grammar. The 6-8 bands are not as concerned about being able to label the parts of speech as understanding the parts of speech and the many different ways to utilize them. The 6-8 grade band is simply building upon the knowledge learned in the younger years .

## Ohio Standards Committee Review Form

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Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. y	
Is the element <b>grade level appropriate</b> ?	A. y	
	B. y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. y	
	B. y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	
	B. Y	
Does the element <b>promote college and career readiness</b> ?	A. Y	
	B. Y	
Does the element <b>reduce the need for remediation</b> ?	A. Y	
	B. Y	
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. Y	

The 6-8 grade bands are really being pushed by these standards...I say "pushed" in the most positive way possible. I think that the Speaking and Listening component is one of the most important set of standards b/c every student needs to this in order to be successful. Asking them to adapt their speech to specific contexts/tasks is not easy, but will make my job as a high school teacher much easier.

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	English Language Arts
<b>Committee Member Name</b>	Tracy Obringer R
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. <del>Production and Distribution of Writing</del> Craft & Structure  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 <input checked="" type="radio"/> 6-8 9-12

**Review level**      Yes it meets the review criteria  
                                  Partially meets the review criteria or **undetermined**  
                                  No it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element clear and concise?	A. <u>y</u>	
	B. <u>y</u>	
	C. <u>y</u>	
	D. <u>y</u>	

### Standards Committee Review Form

	C.	y	
	D.	y	
Does the element promote college and career readiness?	A.	y	
	B.	y	
	C.	y	
	D.	y	
Does the element reduce the need for remediation?	A.	y	
	B.	y	
	C.	y	
	D.	y	
Does the element meet the definition of a standard?	A.	y	
	B.	y	
	C.	y	
	D.	y	

Again, looking through the 68 standards makes me so excited for the future of our writers!

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

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<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Tracy Obringer
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English  B. Knowledge of Language  C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5 6-8 <u>9-12</u>

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	

9-12 is the shortest set of “language” standards. 9-12 students are being asked to utilize all parts of language within the classroom setting. Gone are the days of grammar drills and vocabulary lessons. I tell me students that I am not as concerned with them being able to label the direct object of a sentence as I am with knowing how it functions. Students learning is again being placed in their own hands.

## Ohio Standards Committee Review Form

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**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

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<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Tracy Obringer
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration  B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5 6-8 <u>9-12</u>

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	
	B. Y	
Does the element <b>promote college and career readiness</b> ?	A. Y	
	B. Y	
Does the element <b>reduce the need for remediation</b> ?	A. Y	
	B. Y	
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. Y	

9-12 students are on the cusp of adulthood and having to know what someone is saying and how to respond. These standards do a great job preparing them for real-world applications of speaking and listening. As I tell my students almost daily, no matter your profession, you WILL have to speak and listen to others. If you don't, you won't be successful.

## Standards Committee Review Form

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<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      Yes it meets the review criteria  
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Review Criteria	Review Level	Notes
Is the element clear and concise?	A. y	
	B. y	
	C. y	
	D. y	

### Standards Committee Review Form

Is the element <b>grade level appropriate</b> ?	A.	y
	B.	y
	C.	y
	D.	y
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	y
	B.	y
	C.	y
	D.	y
Does the element <b>support subject matter comprehension</b> ?	A.	y
	B.	y
	C.	y
	D.	y
Does the element <b>promote essential knowledge in the subject</b> ?	A.	y
	B.	y
	C.	y
	D.	y
Does the element <b>promote lifelong learning</b> ?	A.	y
	B.	y
	C.	y
	D.	y
Does the element <b>promote the liberal arts tradition</b> ?	A.	y
	B.	y

### Standards Committee Review Form

	C. <u>y</u>	
	D. <u>y</u>	
Does the element promote college and career readiness?	A. <u>y</u>	
	B. <u>y</u>	
	C. <u>y</u>	
	D. <u>y</u>	
Does the element reduce the need for remediation?	A. <u>y</u>	
	B. <u>y</u>	
	C. <u>y</u>	
	D. <u>y</u>	
Does the element meet the definition of a standard?	A. <u>y</u>	
	B. <u>y</u>	
	C. <u>y</u>	
	D. <u>y</u>	

As a high school teacher, I love the new standards. My teaching has not dramatically changed w/ the implementation of CC, but the new standards make it so much easier to pinpoint ~~when~~ how to teach.

## Ohio Standards Committee Review Form

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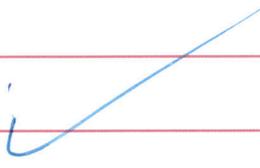
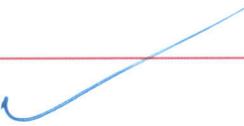
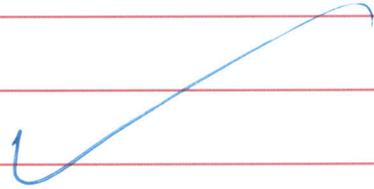
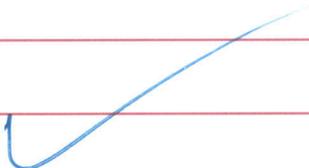
## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	<i>Teri Schuler</i>
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <input type="checkbox"/> Reading for Literature <input checked="" type="checkbox"/> Reading for Informational Text <input checked="" type="checkbox"/> Reading Foundations  Topics: A. Key Ideas and Details  B. Craft and Structure  C. Integration of Knowledge and Ideas  D. Range of Reading and Level of Text Complexity
<b>Grade Level(s) Under Review</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	
	B.	✓
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	
	D.	

### Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote college and career readiness</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>reduce the need for remediation</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard</b> ?	A.	
	B.	
	C.	
	D.	

## Ready Foundation Supplemental

I agree how concerns not with the standards themselves at K-3 but with the considerations of dyslexia & autistic identifications popping at grade 3 or later. Teaching methods differentiated & standards adjusted or accommodated the need. Can we identify some to ensure greater chance of meeting standards? Should we engage in early learning interventions?

20  
The first part of the report is...

The second part of the report is...  
The third part of the report is...  
The fourth part of the report is...  
The fifth part of the report is...  
The sixth part of the report is...  
The seventh part of the report is...  
The eighth part of the report is...  
The ninth part of the report is...  
The tenth part of the report is...

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## Standards Committee Review Form

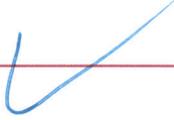
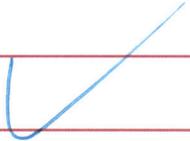
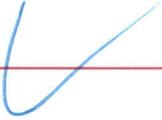
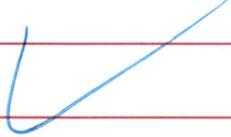
<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	<i>Teri Schuler</i>
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <input type="checkbox"/> Reading for Literature <input checked="" type="checkbox"/> Reading for Informational Text <input type="checkbox"/> Reading Foundations  Topics: A. Print Concepts B. Phonological Awareness C. Phonics and Word Recognition D. Fluency
<b>Grade Level(s) Under Review</b>	Foundational Skills K-5

*See Supplemental*

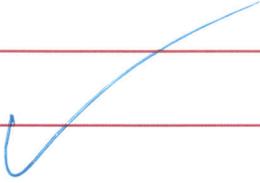
**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	✓
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>promote college and career readiness?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>reduce the need for remediation?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard?</b>	A.	
	B.	
	C.	
	D.	

# Info Texts

JS

Schuler

Supplemental  
Info Texts - General Observations  
- These standards appear to assume reading proficiency - these strands suggest the need for a major emphasis on pre & early childhood learning programs. If K is just exposure not sure standards are appropriate and/or attainable.

Of course the informational text rigor I would hope does not overwhelm the love of reading literature

#6 - the jump from G3 to G4 seems larger than the others.

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# Standards Committee Review Form

Schuler

Standards Committee (Content Area)	English Language Arts
Committee Member Name	Jill Schuler
Element Under Review (Theme, Area, Strand)	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reading for Literature</li> <li><input type="checkbox"/> Reading for Informational Text</li> <li><input type="checkbox"/> Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
Grade Level(s) Under Review	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12

Review level

Yes it meets the review criteria

Partially meets the review criteria or **undetermined**

No it does not meet the review criteria

*how*  
G5 - "A speaker reflects on a topic" - not clear what satisfies this - one word "angry" "sad"

Review Criteria	Review Level	Notes
Is the element clear and concise?	A.	K-1 big jump - diff levels, pieces of <i>creativity</i>
	B.	
	C.	G5 - where are we teaching them how to
	D.	quote & what is a reliable/credible source - how we define that

G5 - Not sure

# Standards Committee Review Form

Schuler

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate?</b>	A.	partly
	B.	grade 5 voice = #6 not sure - big jump K-1
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.	
	B.	y - G2 - excessive?
	C.	
	D.	
Does the element <b>support subject matter comprehension?</b>	A.	y
	B.	y
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject?</b>	A.	y
	B.	y
	C.	
	D.	
Does the element <b>promote lifelong learning?</b>	A.	
	B.	struggle who has def. this?
	C.	
	D.	

G2

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<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	
	B.	
	C.	<i>y-</i>
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	<del>#7</del> #7 B5 - seems very high level - shift to 64
	D.	✓
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	y
	D.	✓
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	- certainly appropriate for language use
	D.	✓
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	y
	D.	✓
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	if that liter analysis does that it will
	D.	✓

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.	
	B.	
	C.	8 ✓
	D.	
Does the element <b>promote college and career readiness?</b>	A.	
	B.	
	C.	analysis & breakdown of text essential
	D.	
Does the element <b>reduce the need for remediation?</b>	A.	
	B.	
	C.	if Standard met - yes ✓
	D.	
Does the element <b>meet the definition of a standard?</b>	A.	
	B.	
	C.	8 ✓
	D.	

## Silent Supplement

C - Have concerns that the expectations of some populations are out of reach. If one considers that most dyslexics aren't identified until grade 3 it is unrealistic that these kids can identify phonemes & meet standards w/o interventions. Regarding #9 - in K - some kids cannot read let alone provide analysis -

The standard is clear & concise however the underlying assumptions regarding achievement are not present. If the goal is growth as if the goal is on mastery at a distinct level then success is defined differently

I also have concerns with the emphasis on informational texts at K-1 levels that may/could impact the joy of reading the good stories.

excessive

Boilerplate

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## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>promote college and career readiness?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>reduce the need for remediation?</b>	A.	<i>at what level when at what level</i>
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard?</b>	A.	
	B.	
	C.	
	D.	

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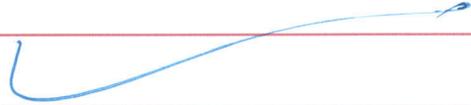
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Is the element <b>clear and concise</b> ?	A.	✓
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	
	D.	

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Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.	✓
	B.	
	C.	
	D.	
Does the element <b>promote college and career readiness?</b>	A.	✓
	B.	
	C.	
	D.	
Does the element <b>reduce the need for remediation?</b>	A.	✓
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard?</b>	A.	
	B.	
	C.	
	D.	

Liter 6-8 & 9-10 & ~~10~~ 11-12

A. I think the strong overlap & time for development of these skills is critical. The scaffolding allows for a deeper understanding & analysis & allows for skills, real skills, to develop -

B.1C This is a well developed strand(s)

Liter 9-10  
OK

Liter 11-12



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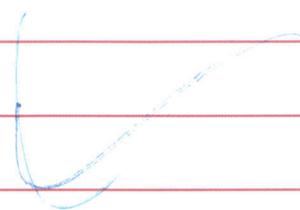
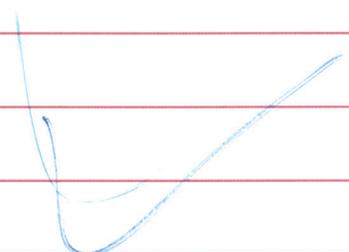
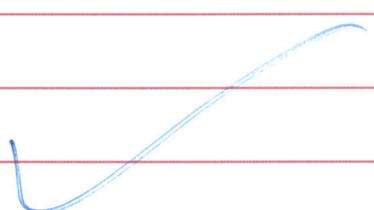
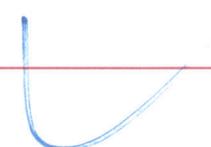
## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	<i>Tina Schuler</i>
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <input type="checkbox"/> Reading for Literature <input checked="" type="checkbox"/> Reading for Informational Text <input type="checkbox"/> Reading Foundations  Topics: A. Key Ideas and Details  B. Craft and Structure  C. Integration of Knowledge and Ideas  D. Range of Reading and Level of Text Complexity
<b>Grade Level(s) Under Review</b>	K-5 <input checked="" type="checkbox"/> 6-8 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.	
	B.	
	C.	✓
	D.	
Does the element <b>promote college and career readiness?</b>	A.	
	B.	
	C.	✓
	D.	
Does the element <b>reduce the need for remediation?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard?</b>	A.	
	B.	
	C.	
	D.	

**Ohio Revised Code 3301.079 (I)(2)(a)**

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

**Definitions**

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

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**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

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# Standards Committee Review Form

Schuler

<b>Standards Committee (Content Area)</b>	English Language Arts
<b>Committee Member Name</b>	JSCHULER
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing <i>SL</i>  Topics: A. <del>Text Types and Purposes</del> <i>Compr &amp; Collab</i> B. <del>Production and Distribution of Writing</del> <i>Present</i> <i>&amp; Knowledge</i> <input checked="" type="checkbox"/> Research to Build and Present Knowledge <input checked="" type="checkbox"/> Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 <u>6-8</u> 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element clear and concise?	A.	<i>Y</i>
	B.	<i>Y</i>
	C.	<i>X</i>
	D.	<i>X</i>
Is the element <b>grade level appropriate?</b>	A.	

# Standards Committee Review Form

Schuler

Review Criteria	Review Level	Notes
	B.	y
	C.	X
	D.	
Does the element promote higher student performance, learning and improved student achievement?	A.	y
	B.	y
	C.	
	D.	
Does the element support subject matter comprehension?	A.	y
	B.	y
	C.	
	D.	
Does the element promote essential knowledge in the subject?	A.	y I may be beyond what some
	B.	y I need <del>to</del> depend on path
	C.	
	D.	X
Does the element promote lifelong learning?	A.	undt
	B.	
	C.	y
	D.	
Does the element promote the liberal arts tradition?	A.	y

# Standards Committee Review Form

Schuler

Review Criteria	Review Level	Notes
	B.	y
	C.	
	D.	
Does the element promote college and career readiness?	A.	y
	B.	y
	C.	
	D.	
Does the element reduce the need for remediation?	A.	y
	B.	
	C.	
	D.	
Does the element meet the definition of a standard?	A.	y
	B.	y
	C.	
	D.	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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# Standards Committee Review Form

Schuler

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	J. SCHULER
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 6-8 <input checked="" type="checkbox"/> 9-12

**Review level**      Yes it meets the review criteria  
 Partially meets the review criteria or **undetermined**  
 No it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	y
	B.	* partially - interactive / technology
	C.	y
	D.	y
Is the element <b>grade level appropriate</b> ?	A.	LA work -

\* These are skills inherently needed to be successful w/ technology that not all districts teacher provide - typing - applied programs - 2 - early education req'd

### Standards Committee Review Form

Review Criteria	Review Level	Notes
<p>alot of focus if/when aligned w/ K-5 yrs - not now -</p>	B.	<p>partially - what precedes very relevant  <del>of</del> credits!                      credit!</p>
	C.	
	D.	
<p>Does the element promote higher student performance, learning and improved student achievement?</p>	A.	<p>y - certainly from where we are now                      only if the evalat is goals at higher level                      demands good level</p>
	B.	
	C.	
	D.	
<p>Does the element support subject matter comprehension?</p>	A.	<p>y -                      - I would like to see critiques/criticisms<sup>↑</sup></p>
	B.	
	C.	
	D.	
<p>Does the element promote essential knowledge in the subject?</p>	A.	<p>y                      y                      y                      y</p>
	B.	
	C.	
	D.	
<p>Does the element promote lifelong learning?</p>	A.	<p>~                      ~                      ~</p>
	B.	
	C.	
	D.	
<p>Does the element promote the liberal arts tradition?</p>	A.	<p>U -</p>

\* works that promote higher learning -

### Standards Committee Review Form

Review Criteria	Review Level	Notes
	B.	y
	C.	y
	D.	y
Does the element promote college and career readiness?	A.	y
	B.	y
	C.	y
	D.	y
Does the element reduce the need for remediation?	A.	only if successful
	B.	time w/tee
	C.	07
	D.	17
Does the element meet the definition of a standard?	A.	y
	B.	y
	C.	y
	D.	y

Concern in "catching" students up to these standards - I question my 9<sup>th</sup> graders ability to meet these 6-8 standards. I also have concerns about the teachers' ability to make some delinents - what are the universities doing curricula wise to best/better equip teachers -

## Ohio Standards Committee Review Form

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# Standards Committee Review Form

Standards Committee (Content Area)	English Language Arts
Committee Member Name	<i>Tina Schuler</i>
Element Under Review (Theme, Area, Strand)	Strand: Reading <input type="checkbox"/> Reading for Literature <input checked="" type="checkbox"/> Reading for Informational Text <input type="checkbox"/> Reading Foundations  Topics: A. Key Ideas and Details  B. Craft and Structure  C. Integration of Knowledge and Ideas  D. Range of Reading and Level of Text Complexity
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**Review level**      **Yes** it meets the review criteria  
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Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	
	B.	
	C.	
	D.	

# Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.	
	B.	
	C.	✓
	D.	
Does the element <b>promote college and career readiness?</b>	A.	
	B.	
	C.	✓
	D.	
Does the element <b>reduce the need for remediation?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard?</b>	A.	
	B.	
	C.	
	D.	

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<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

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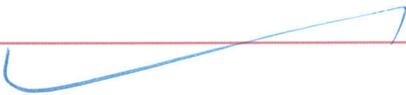
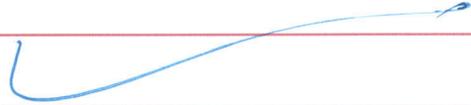
## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	<i>Jeil Schuler</i>
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <input checked="" type="checkbox"/> Reading for Literature <input type="checkbox"/> Reading for Informational Text <input type="checkbox"/> Reading Foundations  Topics: A. Key Ideas and Details  B. Craft and Structure  C. Integration of Knowledge and Ideas  D. Range of Reading and Level of Text Complexity
<b>Grade Level(s) Under Review</b>	K-5 <input checked="" type="checkbox"/> 6-8 <input type="checkbox"/> 9-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	✓
	B.	
	C.	
	D.	

### Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	
	D.	

### Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote college and career readiness</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>reduce the need for remediation</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard</b> ?	A.	
	B.	
	C.	
	D.	

Liter 6-8 & 9-10 & ~~10~~ 11-12

A. I think the strong overlap & time for development of these skills is critical. The scaffolding allows for a deeper understanding & analysis & allows for skills, real skills, to develop -

B.1C This is a well developed strand(s)

Liter 9-10  
OK

Liter 11-12



**Ohio Revised Code 3301.079 (I)(2)(a)**

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**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

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**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status: [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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# Standards Committee Review Form

Schuler

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	<i>ISCHULER</i>
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: <del>Writing</del> <i>Speaking &amp; Listening</i> Topics: A. <del>Text Types and Purposes</del> <i>Com &amp; Coll</i> B. <del>Production and Distribution of Writing</del> <i>Pres &amp; Knowl</i> C. <del>Research to Build and Present Knowledge</del> D. <del>Range of Writing</del>
<b>Grade Level(s) Under Review</b>	K-5 6-8 <u>9-12</u>

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	<i>y</i>
	B.	
	<del>C.</del>	
	<del>D.</del>	
Is the element <b>grade level appropriate</b> ?	A.	<i>only when fully imparted</i>

# Standards Committee Review Form

Schuler

Review Criteria	Review Level	Notes
	B.	<i>n</i>
	C.	
	D.	
	A.	
<b>Does the element promote higher student performance, learning and improved student achievement?</b>	A.	<i>y</i>
	B.	<i>y</i>
	C.	
	D.	
<b>Does the element support subject matter comprehension?</b>	A.	<i>y</i>
	B.	<i>y</i>
	C.	
	D.	
<b>Does the element promote essential knowledge in the subject?</b>	A.	<i>y may go beyond some is necessary</i>
	B.	
	C.	
	D.	
<b>Does the element promote lifelong learning?</b>	A.	<i>y</i>
	B.	
	C.	
	D.	
<b>Does the element promote the liberal arts tradition?</b>	A.	<i>y</i>

# Standards Committee Review Form

Schuler

Review Criteria	Review Level	Notes
	B.	y
	C.	
	D.	
Does the element <b>promote college and career readiness?</b>	A.	y
	B.	y
	C.	
	D.	
Does the element <b>reduce the need for remediation?</b>	A.	<i>under if accomplish</i>
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard?</b>	A.	y
	B.	y
	C.	
	D.	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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# Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	English Language Arts
<b>Committee Member Name</b>	JS SCHULER
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes  B. Production and Distribution of Writing  C. Research to Build and Present Knowledge  D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12 <input checked="" type="checkbox"/>

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	y
	B.	I fear std specific text references are limiting
	C.	y
	D.	y
Is the element <b>grade level appropriate</b> ?	A.	undetermined

\* And would be focus - teachers free to vary from those?  
 - again tech/internet references

# Standards Committee Review Form

Schuler

Review Criteria	Review Level	Notes
	B.	undeter
	C.	undeter
	D.	undeter
Does the element promote higher student performance, learning and improved student achievement?	A.	y-
	B.	y-again question suitability for non-FA kids
	C.	y definitely aim higher than existing stds/ performance expectations
	D.	y
Does the element support subject matter comprehension?	A.	y
	B.	y
	C.	y
	D.	y
Does the element promote essential knowledge in the subject?	A.	probably beyond essential for non-college
	B.	My concerns are these are non-LA
	C.	kids - is this too much to expect
	D.	what about ELLs?
Does the element promote lifelong learning?	A.	Kid specific
	B.	y "
	C.	"
	D.	"
Does the element promote the liberal arts tradition?	A.	y

# Standards Committee Review Form

Review Criteria	Review Level	Notes
	B.	y
	C.	y
	D.	y
Does the element promote college and career readiness?	A.	y
	B.	y
	C.	y
	D.	y
Does the element reduce the need for remediation?	A.	if met -
	B.	
	C.	
	D.	
Does the element meet the definition of a standard?	A.	y
	B.	y
	C.	y
	D.	y

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### Definitions

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Reading <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> Topics: <ul style="list-style-type: none"> <li>A. Print Concepts</li> <li>B. Phonological Awareness</li> <li>C. Phonics and Word Recognition</li> <li>D. Fluency</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. P	

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	The standards begin with fundamental elements of printed language and are scaffolded in ways that are appropriate for grade level.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	The basic elements of language are embedded in the standards.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	The study of language(s) is central to the liberal arts tradition.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness</b> ?	A. Y	The standards appear to provide an appropriate pace of learning for this grade band for students to be college and career ready by the end of high school.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation</b> ?	A. Y	The standards appear to provide an appropriate pace of learning for this grade band for students to be college ready/remediation-free by the end of high school.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English B. Knowledge of Language C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	K-5

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	The standards are scaffolded effectively to build on foundational knowledge and skills as learners develop.
	B. Yes	
	C. Yes	
Does the element <b>promote higher student performance,</b>	A. Yes	

Review Criteria	Review Level	Notes
learning and improved student achievement?	B. Yes	
	C. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	
	B. Yes	

Review Criteria	Review Level	Notes
	C. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	

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**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** –the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Y	The fundamental skills provided in the standards develop an essential skill and knowledge base for learners; the standards' emphasis on learners' abilities to discern main topics/ideas and connections/relationships between individuals, events, and ideas is clear and strong.
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	The scaffolding of Craft and Structure is strong, with learners moving to analysis by grade 5.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	The study of history, languages and science are at the heart of the liberal arts tradition. The study of these disciplines requires the ability to read, understand and interpret informational text.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	The ability to integrate knowledge and ideas from multiple informational texts is essential college and career readiness and has historically been a deficit area for students emerging from high school.
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	The ability to integrate knowledge and ideas from multiple informational texts is essential college and career readiness and has historically been a deficit area for students emerging from high school.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

## Ohio Revised Code 3301.079 (I)(2)(a)

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<b>Committee Member Name</b>	Rebecca Watts
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<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Y	The standards are very specific, but allow for literature choice by LEA/teacher.
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. P	For Kindergarten and Grade 1, the clarifying statement, “by the end of the year” is not present as it is in the other grade levels in this band. Adding this statement would strengthen clarity.
Is the element <b>grade level appropriate</b> ?	A. Y	Scaffolding through the grades in this band is appropriate.
	B. Y	Increase clarity that students can define the roles of the <b>concept</b> of “author” and “illustrator” would be helpful. Those actual terms are beyond grade level, while the concepts and understand of the role is not.
	C. Y	
	D. Y	For Kindergarten and Grade 1, the clarifying statement, “by the end of the year” is not present as it is in the other grade levels in this band. Adding this statement would strengthen clarity.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	Subject matter comprehension of fundamental elements of literature is supported, in addition to subject matter knowledge of concepts and ideas embedded within the literature.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	Fundamental understanding of literature is provided for in the standards.
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	The standards' inclusion of multiple competencies fosters the development of skills and knowledge requisite for lifelong learning, e.g. reading, understanding, interpreting, asking and answering questions, comparison and contrast.
	B. Y	As appropriate for grade level, the standards identify skills and knowledge necessary to develop critical thinking skills, which are requisite in promoting lifelong learning.
	C. Y	
	D. Y	
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	The study of literature is central to the liberal arts tradition.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness</b> ?	A. Y	My initial review is that the standards provide for sufficient learning through this grade band at the needed pace to be college and career ready by the conclusion of grade 12.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation</b> ?	A. Y	My initial review is that the standards provide for sufficient learning through this grade band at the needed pace to be college and career ready by the conclusion of grade 12, thereby reducing the need for remediation.

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	K-5

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	The Speaking and Listening Skills in the standards are appropriately scaffolded to build a strong foundational skill set upon which students grow and develop throughout their education.
	B. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
Does the element <b>support subject matter</b>	A. Yes	

Review Criteria	Review Level	Notes
comprehension?	B. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	Speaking and Listening Skills are among the most cited skills that employers desire in employees. The foundational skill embedded in the K-5 standards begin the development of these skill sets that support long-term success in postsecondary education and in careers.
	B. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	While Speaking and Listening Skills are not assessed in determining a student's need for remediation in college, the ability to effectively access information from multiple sources, including discussions with peers is essential to postsecondary success.
	B. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes B. Production and Distribution of Writing C. Research to Build and Present Knowledge D. Range of Writing
<b>Grade Level(s) Under Review</b>	K-5

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Yes	While the standards are clear and concise this is likely an area in which professional development for educators in interpreting and implementing the standards is needed.
	B. Yes	
	C. Yes	
	D. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	The scaffolding of learning is strong.
	B. Yes	
	C. Yes	

Review Criteria	Review Level	Notes
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	This analysis would require a side-by-side comparison of these standards to the previous standards to determine “higher”. Absent that analysis, my assessment is that the standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Partially	The standards are not explicit on the use of academic language in working with students. It would be helpful to explicitly state that students should know and understand the difference between opinion writing, informative texts and narratives as well as research methods, source types, and evidence categories.
	B. Partially	
	C. Partially	
	D. Partially	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	Through student experiences writing all types of texts, the standard promotes the liberal arts tradition.
	B. Yes	

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	The standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	The standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

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### Ohio Revised Code 3301.079 (I)(2)(a)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English B. Knowledge of Language C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	6-8

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	The standards are scaffolded effectively to build on foundational knowledge and skills as learners develop.
	B. Yes	
	C. Yes	
Does the element <b>promote higher student performance,</b>	A. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
learning and improved student achievement?	B. Yes	
	C. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	The knowledge and skills in these standards are foundational to all future learning across all disciplines/subject areas.
	B. Yes	
	C. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	Throughout the grade bands, learners move from citing one source of textual evidence to citing multiple pieces of textual evidence, and by grade 8, identifying the evidence that most strongly supports an analysis of what the text says.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	Knowledge and understanding of the meaning of words and phrases within the context of the writing is essential knowledge.
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	Lifelong learning relies on an individual's ability to compare and contrast multiple information sources. These standards support the development of skills and knowledge in this realm.
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
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<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

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<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	The integration of multiple modes of accessing literature in this grade band is strong. The incorporation of multimedia expands the learners' understanding of literature in various forms of presentation.
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	The study of literature is central to the liberal arts tradition. Accessing literature in multiple forms strengthens learners' understanding and contextualization of literature.
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	6-8

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
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<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	The standards are effectively sequenced in progressively challenging skill sets to continue student growth and development in essential Speaking and Listening Skills. Requiring students to be prepared is a strength of these standards.
	B. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
Does the element <b>promote essential knowledge in the</b>	A. Yes	

Review Criteria	Review Level	Notes
subject?	B. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	
	B. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	Speaking and Listening Skills are among the most cited skills that employers desire in employees. The foundational skill embedded in the K-5 standards being the development of these skill sets that support long-term success in postsecondary education and in careers.
	B. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	While Speaking and Listening Skills are not assessed in determining a student's need for remediation in college, the ability to effectively access information from multiple sources, including discussions with peers is essential to postsecondary success. Thinking beyond the need for academic remediation, one of the critical factors in postsecondary student success is the ability to access and share information aurally and verbally. These skills are essential to develop critical thinking abilities and skills.
	B. Yes	
Does the element <b>meet the definition of a standard</b> ?	A. Yes	
	B. Yes	

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**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

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<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

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[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes B. Craft and Structure C. Production and Distribution of Writing D. Research to Build and Present Knowledge E. Range of Writing
<b>Grade Level(s) Under Review</b>	6-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	The scaffolding of learning is strong.
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	This analysis would require a side-by-side comparison of these standards to the previous standards to determine “higher”. Absent that analysis, my assessment is that the standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	The standards are not explicit on the use of academic language in working with students. It would be helpful to explicitly state that students should know and describe the difference between opinion writing, informative texts and narratives as well as research methods, source types, and evidence categories, as well as reflection and revision.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	Through a strong foundation of writing skills, a foundation for lifelong learning and continued development is created.
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	Through student experiences writing all types of texts, the standard promotes the liberal arts tradition.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	The standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	The standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>meet the definition of a standard</b> ?	A. Yes	
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	

## Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Language  Topics: A. Conventions of Standard English B. Knowledge of Language C. Vocabulary Acquisition and Use
<b>Grade Level(s) Under Review</b>	9-12

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	

Review Criteria	Review Level	Notes
	C. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	This is very strong. Specifically, in Grade 11-12, Standard 1.a.) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	
	B. Yes	
	C. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	
	B. Yes	

Review Criteria	Review Level	Notes
	C. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. P	The concept of "citing" needs more clarity. There are no specifics about learning to cite within widely accepted citing conventions, e.g. APA, MLA.
	B. Y	
	C. Y	
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	Throughout the grade bands, learners move from citing one source of textual evidence to citing multiple pieces of textual evidence, and by grade 8, identifying the evidence that most strongly supports an analysis of what the text says.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	Within Craft and Structure, it is not overtly stated that learners to be able to discern researcher/author bias within informational texts. While the standards (6.) identify author’s point of view, it is important for lifelong learners to understand the effect that has on informational texts. It is important for learners to understand the difference between “information” and “facts”.

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	
	B. P	Within Craft and Structure, it is not overtly stated that learners to be able to discern researcher/author bias within informational texts. While the standards (6.) identify author's point of view, it is important for learners to understand its effect on informational texts. It is important for learners to discern between "information" and "facts".
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness</b> ?	A. P	A learner's ability to cite sources in a widely accepted convention, e.g. APA, MLA, is an important aspect of college readiness, and is not specifically stated in the standards.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	

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<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Strand: Reading</p> <ul style="list-style-type: none"> <li>■ Reading for Literature</li> <li>■ Reading for Informational Text</li> <li>■ Reading Foundations</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>A. Key Ideas and Details</li> <li>B. Craft and Structure</li> <li>C. Integration of Knowledge and Ideas</li> <li>D. Range of Reading and Level of Text Complexity</li> </ul>
<b>Grade Level(s) Under Review</b>	K-5 6-8 9-12

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. P	The concept of "citing" needs further clarity. There are no specifics about learning to cite using widely accepted citing conventions, e.g. APA, MLA.
	B. Y	
	C. Y	
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote the</b>	A. Y	

Review Criteria	Review Level	Notes
<b>liberal arts tradition?</b>	B. Y	Specifying the ability to recognize and analyze dramatic irony, suspense, and humor is a strength of the standards.
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. P	A learner's ability to cite sources using widely accepted conventions, e.g. APA, MLA, is an important aspect of college readiness, and is not specifically stated in the standards.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Speaking and Listening  Topics: A. Comprehension and Collaboration B. Presentation of Knowledge and Ideas
<b>Grade Level(s) Under Review</b>	9-12

**Review level**      **Yes** it meets the review criteria  
**Partially** meets the review criteria or **undetermined**  
**No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	These standards are very strong. For example, Grade 9-10, Standard 3 focuses on developing student abilities to evaluate a speaker's point-of-view, reasoning, use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. This skill set moves beyond ELA skills to support other learning and development for students, specifically in the social sciences and in developing an engaged citizenry.
	B. Yes	
Does the element <b>support subject matter</b>	A. Yes	

Review Criteria	Review Level	Notes
comprehension?	B. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	Speaking and Listening Skills are among the most cited skills that employers desire in employees. The foundational skill embedded in the K-5 standards being the development of these skill sets that support long-term success in postsecondary education and in careers.
	B. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	While Speaking and Listening Skills are not assessed in determining a student's need for remediation in college, the ability to effectively access information from multiple sources, including discussions with peers is essential to postsecondary success. Thinking beyond the need for academic remediation, one of the critical factors in postsecondary student success is the ability to access and share information aurally and verbally. These skills are essential to develop critical thinking abilities and skills.
	B. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	

## Ohio Standards Committee Review Form

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### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

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### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

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<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b>English Language Arts</b>
<b>Committee Member Name</b>	Rebecca Watts
<b>Element Under Review (Theme, Area, Strand)</b>	Strand: Writing  Topics: A. Text Types and Purposes B. Craft and Structure C. Production and Distribution of Writing D. Research to Build and Present Knowledge E. Range of Writing
<b>Grade Level(s) Under Review</b>	6-12

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	The scaffolding of learning is strong.
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	This analysis would require a side-by-side comparison of these standards to the previous standards to determine “higher”. Absent that analysis, my assessment is that the standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	The standards are not explicit on the use of academic language in working with students. It would be helpful to explicitly state that students should know and describe the difference between opinion writing, informative texts and narratives as well as research methods, source types, and evidence categories, as well as reflection and revision.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	Through a strong foundation of writing skills, a foundation for lifelong learning and continued development is created.
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	Through student experiences writing all types of texts, the standard promotes the liberal arts tradition.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	The standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	The standards promote high student performance, learning and student achievement that is on pace to scaffold students to college readiness by the end of 12 <sup>th</sup> grade.
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
Does the element <b>meet the definition of a standard</b> ?	A. Yes	
	B. Yes	