



Next Generation Learning Standards Resources for Implementation

Curriculum Council – Eastern Suffolk BOCES

NYSED Office of Standards and Instruction



ELA Next Gen Resources Website

Supporting
Resources



Curriculum and Instruction

Next Generation Learning Standards

- English Language Arts Learning Standards
- Mathematics Learning Standards
- Roadmap and Implementation Timeline
- Early Learning Task Force
- Supporting All Students Conferences
- Professional Development Toolkits
- NYS Next Generation Roadmap Spotlight
- Grades 3-8 Mathematics Post-test Standard Recommendations
- Supporting All Students: Scaffolding Instruction of ELA and Math
- Next Generation Learning Standards: Parent Resources

Additional Resources

- Awards and Scholarships
- General Education and Diploma Requirements
- Multiple Pathways
- Teacher Centers
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New York State Next Generation English Language Arts Learning Standards

Introduction

In 2015, New York State (NYS) began a process of review and revision of its current [English Language Arts \(ELA\) Learning Standards adopted in January 2011](#). The New York State Next Generation English Language Arts Learning Standards (Revised 2017) were developed through numerous phases of public comment as well as virtual and face-to-face meetings with committees consisting of NYS educators, teachers of English Language Learners/Multilingual Learners and Students with Disabilities, parents, curriculum specialists, school administrators, college professors, and experts in cognitive research. These revised standards reflect the collaborative efforts and expertise among all constituents involved.

The New York State Next Generation English Language Arts Learning Standards (Revised 2017) consist of revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards. They are defined as the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time when exposed to high-quality instructional environments and learning experiences.

To compare the changes between the 2011 New York State P-12 Common Core Learning Standards and the 2017 Next Generation Learning Standards view the [ELA Learning Standards Crosswalks](#).

Preface and Introductory Documents:

- [Preface to the Next Generation P-12 Learning Standards for ELA and Mathematics](#)
- [Introduction to the Next Generation P-12 English Language Arts Learning Standards](#)
- [Introduction to the Next Generation Early Learning Standards](#)

Revised Learning Standards Documents:

The new revised learning standards for English Language Arts are available at the links below:

- [New York State Next Generation English Language Arts Learning Standards](#)
- [New York State Next Generation Grades 6-12 Learning Standards for Literacy](#)
- [Next Generation English Language Arts Learning Standards: Frequently Asked Questions](#)
- [Next Generation English Language Arts Learning Standards Glossary of Terms](#)

At a Glance Standards Documents:

The *Next Generation ELA Standards at a Glance* provide the progression of standards across grade levels (PK-2, 3-5, 6-8, 9-12). The New York State Education Department created these documents to support curriculum development and instructional design, as well as to increase stakeholders' knowledge of the NYS Next Generation Learning Standards. Educators and families can efficiently view the standards that precede and follow a particular grade level. The grade-level introductions are easily accessible via the links at the top of the at a glance pages. Please note that each grade-level introduction includes the range of reading experiences and text complexity expectations for that particular grade. Users are strongly encouraged to familiarize themselves with these documents prior to reading the *Next Generation ELA Standards at a Glance*.

- [PK-2 Next Generation ELA Standards at a Glance](#)
- [3-5 Next Generation ELA Standards at a Glance](#)
- [6-8 Next Generation ELA Standards at a Glance](#)
- [9-12 Next Generation ELA Standards at a Glance](#)

Introductory
Documents

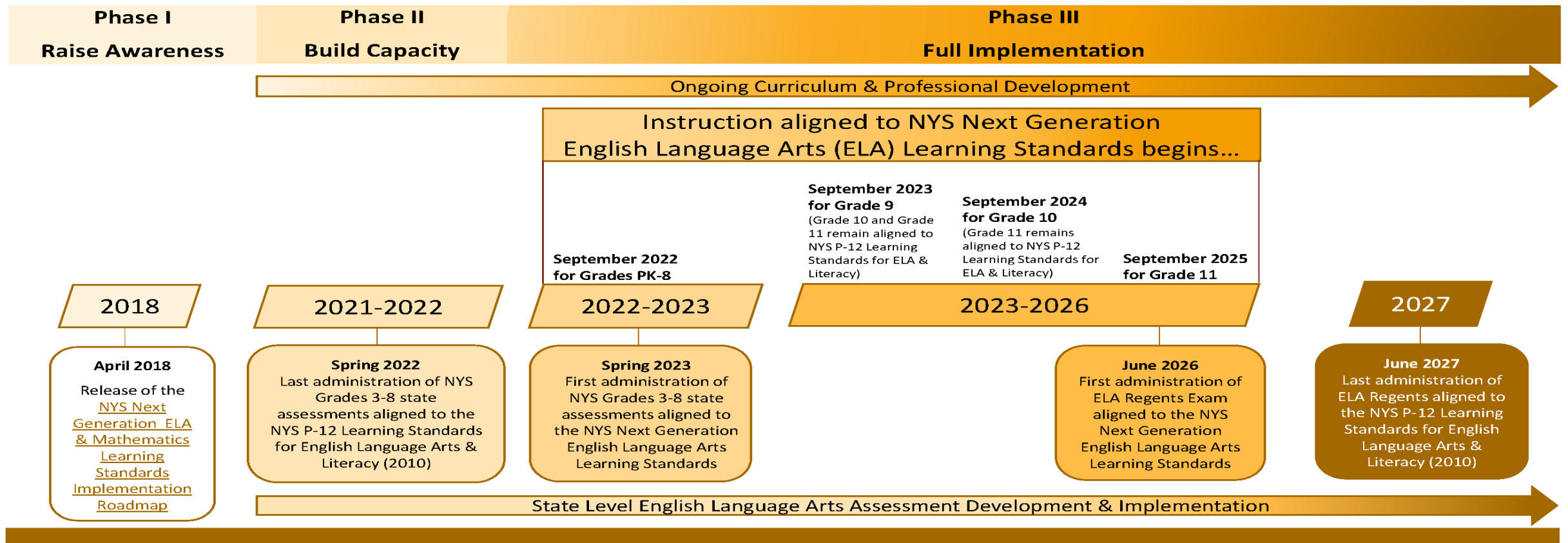
Standards
Documents

At a Glance
Resource

Next Generation ELA Learning Standards Implementation Timeline

Revised April 2021

New York State Next Generation English Language Arts (ELA) Learning Standards Instruction and Assessment Implementation Timeline



Roadmap Documents

New York State Education Department – New York State Next Generation ELA and Mathematics Learning Standards Implementation Roadmap

NYS NEXT GENERATION ENGLISH LANGUAGE ARTS and MATHEMATICS LEARNING STANDARDS

Phase I: Raise Awareness
Make all education stakeholders aware of the revised standards and the timeline for implementation; highlight areas of impact with respect to current standards, instruction, and assessment. This collaborative phase will help identify the necessary professional development that will occur in Phase II.
Please note: In Spring 2023, the NYS 3-8 assessments will align to the NYS Next Generation Learning Standards. Timelines illustrating the instruction and assessment implementation for grades 3-8 and the high school are available for both math and ELA.

Goal(s)	Key Implementation Activities	Stakeholder Groups *				Action Steps Taken (To be completed by local districts)
		NYSED	S/CDN & BOCES	Local School Districts	Other Stakeholder Groups	
Goal 1: Clearly communicate the adoption and the implementation timeline of the Next Generation ELA and Mathematics Learning Standards.	Maintain updated NYSED ELA and Mathematics Curriculum and Instruction website and EngageNY.	✓				
	Conduct conference calls with Statewide Leaders of Professional Associations/Big 5 Districts.	✓				
	Conduct presentations on the implementation timeline at major statewide meetings.	✓	✓			
	Conduct presentations on the implementation timeline at district administrative meetings and/or regional/local level meetings. Share information with administrators and teachers.	✓	✓	✓	✓	
	Utilize electronic communication and social media to inform stakeholders of the timeline for implementation.	✓	✓	✓	✓	

* NYSED, S/CDN, BOCES, Big 5, Districts, professional organizations, NYSUT, NYS Teacher Centers, IHEs, PTA, and others

Page 1

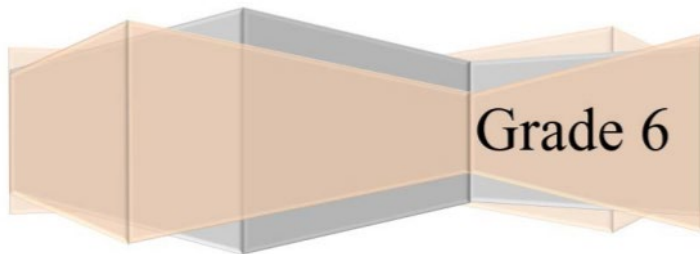
The Roadmap provides goals and activities to help educators prepare for and implement the Next Generation Standards. Documents include:

- [A Roadmap FAQ](#)
- [A PDF Roadmap](#)
- [An editable PDF Roadmap](#)
- [A shareable flyer with information and links](#)

Scaffolding Resources – ELA & Math

Scaffolding Instruction for All Students:

A Resource Guide for Mathematics



The University of the State of New York
State Education Department
Office of Curriculum and Instruction
and Office of Special Education
Albany, NY 12234



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Turnkey Guidance for Supporting All Students: Scaffolding Instruction of English Language Arts and Mathematics

Goal: To support teachers in designing instruction that makes the general education curriculum more accessible to all students without interfering with the rigor of grade-level content.

IMPORTANT: Please note that the purpose of this Turnkey Guidance and the associated PowerPoint presentation is to assist school districts with providing professional development (PD) sessions on the topic of scaffolding instruction. This resource is optional and meant to be customized as appropriate to best meet the skill levels and instructional interests and needs of participants. Length of PD sessions will vary in accordance with any supplemental activities and information used by the

Objectives:

- Increase
- Deepen
- Identify

Materials needed:
Materials can be

- Support
- Copies
- Power
- English
- List of
- Scaffo

Instructions:

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Supporting All Students: Scaffolding Instruction of English Language Arts and Mathematics

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Scaffolds Included in the Mathematics Resource Guides

The scaffolds included in the Math Resource Guides for grades 3-8 are listed below. The links provided can be used to access the page(s) in the grade-level guides where the example(s) of each scaffold in action can be found.

Grades 3-5 Scaffolds

Graphic Organizer (RDW (Read, Draw, Write) Template)	Grade 3	Grade 4	Grade 5
Checklist (RDW)	Grade 5		
Concrete-Representational-Abstract (CRA)	Grade 3	Grade 4	
Desk Reference Sheet (How to Round Numbers)	Grade 3		
Desk Reference Sheet	Grade 4		
	Grade 3	Grade 4	Grade 5
	Grade 5		
	Grade 3	Grade 4	Grade 5

Grades 6-8 Scaffolds

	Grade 6	Grade 7	Grade 8
	Grade 6	Grade 7	Grade 8
	Grade 6	Grade 7	Grade 8
	Grade 6	Grade 7	Grade 8
	Grade 6	Grade 8	
	Grade 6	Grade 7	Grade 8



ELA NEXT GENERATION CROSSWALKS

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
6-BRH1	Cite specific textual evidence to support analysis of primary and secondary sources.	6-8 RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.
6-BRH2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	6-8 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
6-BRH3	Identify key steps in a text's description process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	6-8 RH3: Identify key steps in a text's description process related to history/social studies.
6-BRH4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
6-BRH5	Describe how a text presents information (e.g., sequentially, comparatively, or contrastively).	
6-BRH6	Identify aspects of a text that reveal a writer's point of view or purpose (e.g., loaded language, inclusion or exclusion of particular details).	
6-BRH7	Integrate visual information (e.g., graphs, photographs, videos, or other information in print and digital formats) with other information in print and digital formats.	
6-BRH8	Distinguish among fact, opinion, and reasoned judgment in a text.	
6-BRH9	Analyze the relationship between the relationship between a text and its source or the relationship between a text and its audience.	
6-BRH10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	
6-BRH11	Cite specific textual evidence to support analysis of science and technology texts.	

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
4RF1		There is not a grade 4 standard for this concept. Please see preceding grades for more information.
4RF2		There is not a grade 4 standard for this concept. Please see preceding grades for more information.
4RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4RF4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4RI1	RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4RI1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RI)
4RI2	RI: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4RI2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RI)

- ❑ To compare the changes between the 2011 New York State P-12 Common Core Learning Standards for ELA and the 2017 Next Generation English Language Arts Learning Standards.
- ❑ Created for grades P-12
- ❑ Literacy Crosswalks for grades 6-12



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ELA AT A GLANCE STANDARDS DOCUMENT

- ❑ Designed to view the standards that precede and follow a particular grade level.
- ❑ The grade-level introductions are easily accessible via the links at the top of the “at a glance” pages.



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PK-2 Next Generation ELA Standards at a Glance

PK-2 Reading Standards (Literary and Informational Text)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

PK	K	1	2
PKR1: Participate in discussions about a text.	KR1: Develop and answer questions about a text.	1R1: Develop and answer questions about key ideas and details in a text.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
PKR2: Retell stories or share information from a text.	KR2: Retell stories or share key details from a text.	1R2: Identify a main topic or central idea in a text and retell important details.	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text.	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.

Craft and Structure

PK	K	1	2
PKR4: Exhibit an interest in learning new vocabulary.	KR4: Identify specific words that express feelings and senses.	1R4: Identify specific words that express feelings and senses.	2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
PKR5: Interact with a variety of genres.	KR5: Identify literary and informational texts.	1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.	2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
PKR6: Describe the role of an author and illustrator.	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.	1R6: Describe how illustrations and details support the point of view or purpose of the text.	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

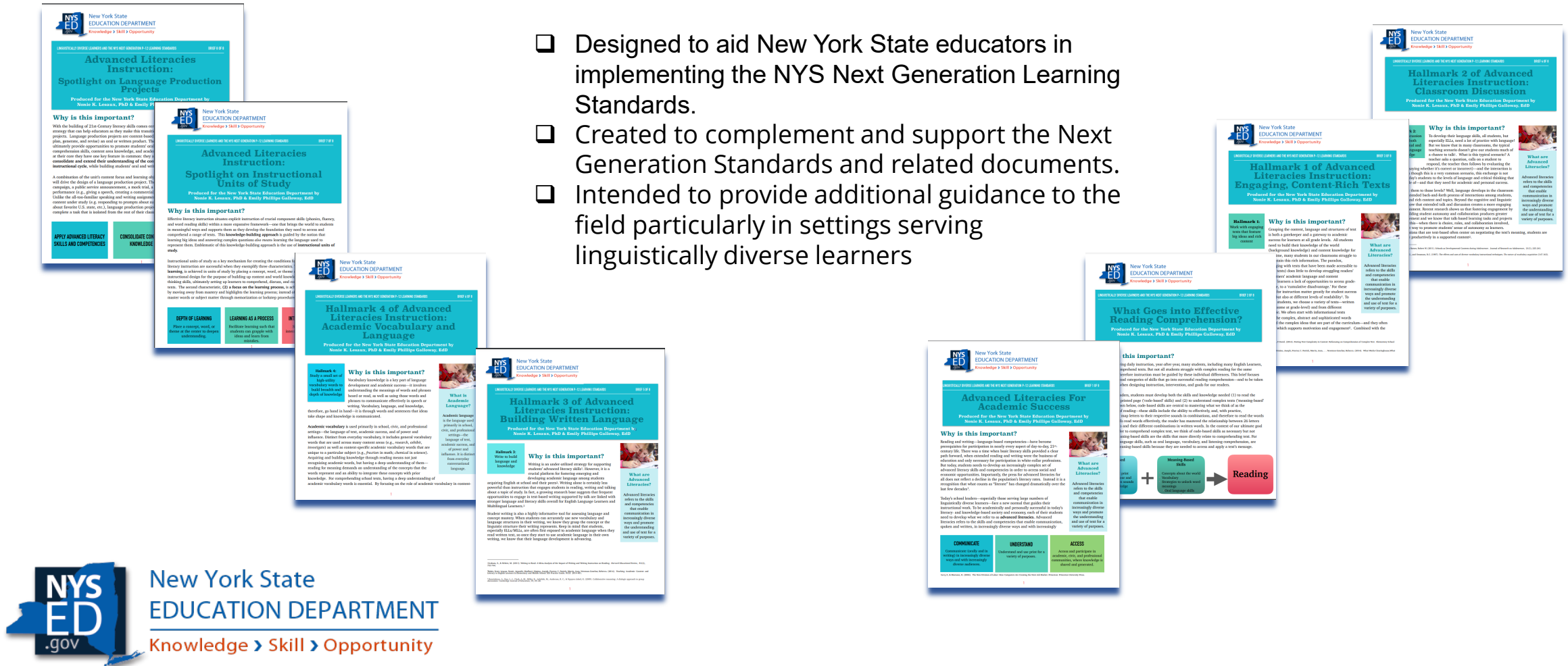
Integration of Knowledge and Ideas

PK	K	1	2
PKR7: Describe the relationship between illustrations and the text.	KR7: Describe the relationship between illustrations and the text.	1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.	2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
<i>Begins in Kindergarten</i>	KR8: Identify specific information to support ideas in a text.	1R8: Identify specific information an author or illustrator gives that supports ideas in a text.	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.
PKR9: Make connections between self, text, and the world.	KR9: Make connections between self, text, and the world.	1R9: Make connections between self and text (texts and other people/world).	2R9: Make connections between self and text (texts and other people/world).

NYSED • PK-2 Next Generation ELA Standards at a Glance • 1

ADVANCED LITERACY BRIEFS

- ❑ Designed to aid New York State educators in implementing the NYS Next Generation Learning Standards.
- ❑ Created to complement and support the Next Generation Standards and related documents.
- ❑ Intended to provide additional guidance to the field particularly in settings serving linguistically diverse learners



Professional Development Toolkits

Provide prepackaged instructional steps and guidelines for educators and administrators.

Facilitate training on various aspects of the Next Generation Learning Standards.



Turnkey Guidance for Developing a Standards-Based IEP

Goal: To provide educators with essential questions that will guide the transition to the NYS Next Generation Learning Standards and the development of standards-based IEPs.

Materials needed:

- [The Standards-Based IEP Process PowerPoint Presentation](#)
- [Next Generation English Language Arts \(ELA\) Learning Standards](#)
- [Next Generation Mathematics Learning Standards](#)

Instructions:

- Prior to the presentation, send attendees copies of the materials. Encourage participants to review the materials in advance and bring print/digital copies to the session.
- Instruct participants beforehand to prepare by bringing a learning standard for discussion from their respective grade level from math or ELA.
- Review the PowerPoint prior to presentation and prepare talking points for slides
- After the presentation, share the list of Additional Resources located at the end of this document.

PART 1: KEY PRINCIPLES OF AND STEPS TO CREATE A STANDARDS-BASED IEP

Directions: Refer to the following notes for guidance for each of the following slides. Walk the participants through each slide, then pause after the 11th slide for discussion questions for this section.

Slide 1: Explain the following:

This presentation is a guide for developing an IEP with the incorporation of grade-level standards to help students receive specially designed instruction necessary to access their grade level curriculum. While some of the documents in this presentation, as well as the additional resources, make mention of the 2011 Common Core standards, the guidance is equally applicable to the Next Generation Standards.

Slide 2: Kathy Gomes and Mary Ann White designed this presentation and originally delivered it at the Next Generation Learning Standards Conference in November, 2017.

Slide 3: Provides a definition of a standards-based IEP.

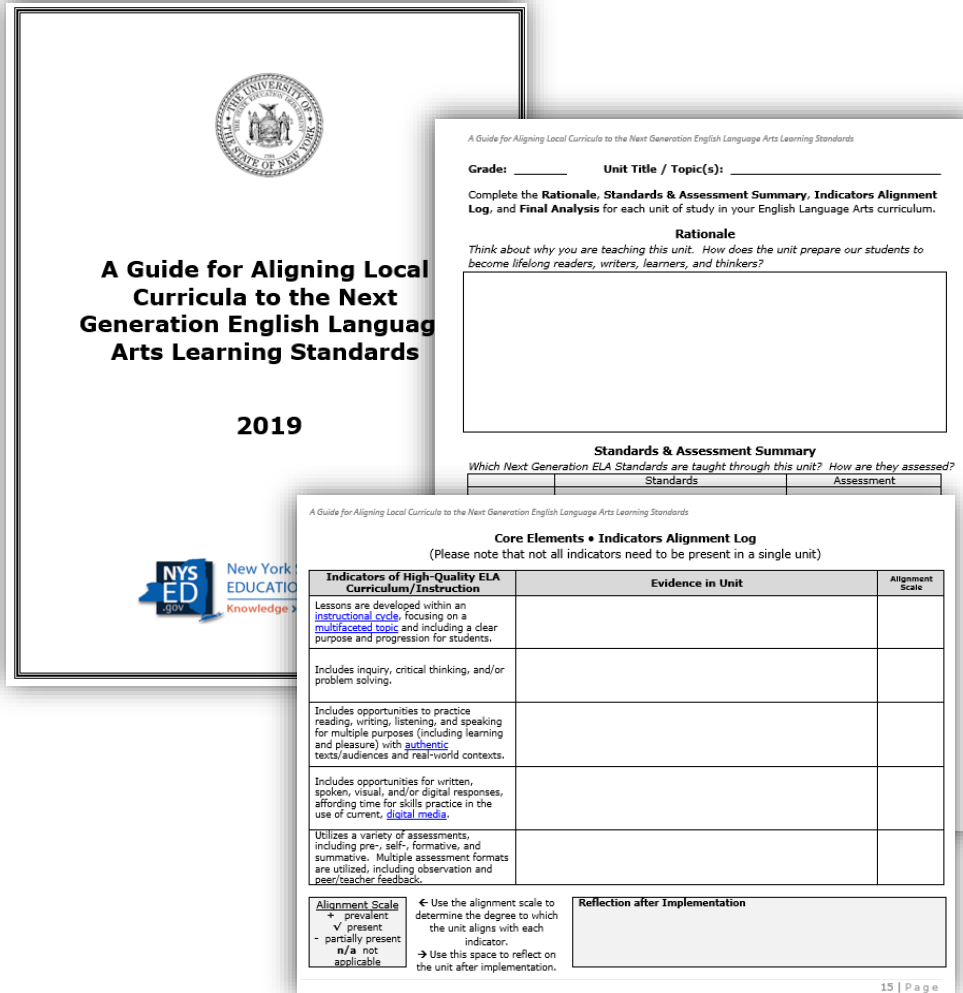
Slide 5: This slide introduces the *Blueprint for Improved Results for Students with Disabilities*. Explain that the blueprints were designed, in consultation with stakeholders, as a statewide framework of expectations to lay the foundation for improved instruction and results for students with disabilities, which includes preschool students with disabilities and school-age students with any of the 13 disability categories of autism, blindness, deafness, deaf-blindness, emotional disabilities, hearing impairment, intellectual disability, orthopedic impairments, multiple disabilities, health impairments, speech and language impairment, traumatic brain injury and visual impairment.

Slide 6: These seven principles, from the Blueprint for Improved Results, follow these essential understandings:

Available for...

- * [Advanced Literacies Briefs Guiding Document](#)
- * [Family Engagement Toolkit for ELL Standards Support](#)
- * [Guide to Aligning Curricula to the Next Generation Learning Standards \(\[ELA\]\(#\) & \[Math\]\(#\)\)](#)
- * [Next Gen Standards Introduction \(\[ELA\]\(#\) & \[Math\]\(#\)\)](#)
- * [Next Gen Math Crosswalk](#)
- * [Next Gen Math Teacher-Support Features](#)
- * [Standards and the Instructional Cycle: a P-3 Resource](#)
- * [Standards-Based IEP Toolkit](#)
- * [Standards, not Standardization: The Early Learning Standards and Diverse Populations](#)

A Guide for Aligning Local Curricula to the Next Generation Learning Standards



- Supports curriculum review or design for alignment to the revised standards
- Includes:
 - Purpose
 - Part I: Learning Standards and Curriculum
 - Overview of the practices
 - Part II: Aligning and Creating Curricular Resources
 - Getting started
 - Determining a curriculum
 - Curriculum Reflection Tool
 - Glossary

Awareness of the Changes (Math) Standards

The Results of Standards Review: What happened?

Movement of Standards to different grade levels to improve the focus of major content and skills for each grade-level and course; providing more time for students to develop deep levels of understanding of grade-level appropriate content;

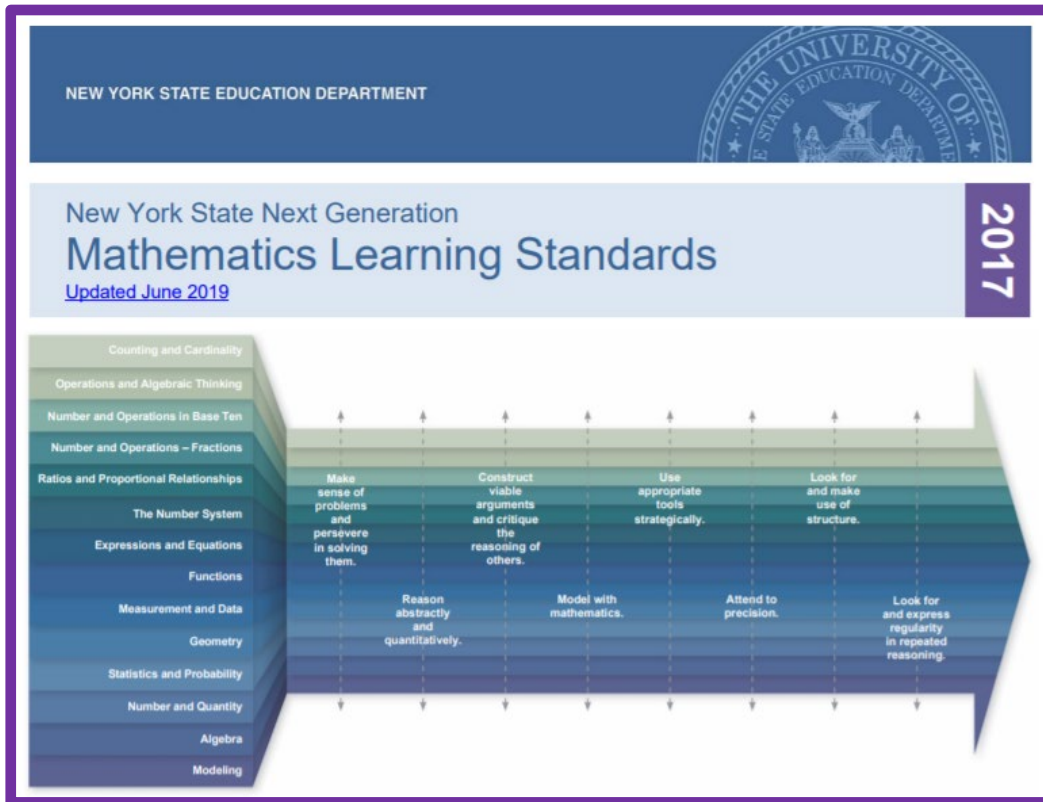
Clarification of Standards to make expectations more clearly defined, without limiting instructional flexibility;

Addition and Consolidation of Standards to improve coherence, focus and reduce redundancy amongst grade levels;

Maintain the Rigor of the Standards by improving the balance of conceptual understanding, procedural skill and application;

Provide opportunities for students to **Explore** certain standards to ensure that the standards are grade-level appropriate. Exploring a standard allows a student to be introduced to and learn a concept without the expectation of mastering the concept at that grade level.

Next Generation Mathematics Learning Standards Document



New York State Next Generation Mathematics Learning Standards (2017)

Introduction

In 2015, New York State (NYS) began a process of review and revision of its current mathematics standards adopted in January of 2011. Through numerous phases of public comment, virtual and face-to-face meetings with committees consisting of NYS educators (Special Education, Bilingual Education and English as a New Language teachers), parents, curriculum specialists, school administrators, college professors, and experts in cognitive research, the *New York State Next Generation Mathematics Learning Standards (2017)* were developed. These revised standards reflect the collaborative efforts and expertise of all constituents involved.

The *New York State Next Generation Mathematics Learning Standards (2017)* reflect revisions, additions, vertical movement, and clarifications to the current mathematics standards. The Standards are defined as the knowledge, skills and understanding that individuals can and do habitually demonstrate over time because of instruction and learning experiences. These mathematics standards, collectively, are focused and cohesive—designed to support student access to the knowledge and understanding of the mathematical concepts that are necessary to function in a world very dependent upon the application of mathematics, while providing educators the opportunity to devise innovative programs to support this endeavor. As with any set of standards, they need to be rigorous; they need to demand a balance of conceptual understanding, procedural fluency and application and represent a significant level of achievement in mathematics that will enable students to successfully transition to post-secondary education and the workforce.

Context for Revision of the NYS Next Generation Mathematics Learning Standards (2017)

Changing expectations for mathematics achievement

Today's children are growing up in a world very different from the one even 15 years ago. Seismic changes in the labor market mean that we are living and working in a knowledge-based economy—one that demands advanced literacy and Science, Technology, Engineering and Mathematics (STEM) skills, whether for application in the private or public sector. Today, information moves through media at lightning speeds and is accessible in ways that are unprecedented; technology has eliminated many jobs while changing and creating others, especially those involving mathematical and conceptual reasoning skills. One characteristic of these fast-growing segments of jobs is that the employee needs to be able to solve unstructured problems while working with others in teams. At the same time, migration and immigration rates around the world bring diversity to schools and neighborhoods. The exponential growth in interactions and information sharing from around the world means there is much to process, communicate, analyze and respond to in the everyday, across all settings. For a great majority of jobs, conceptual reasoning and technical writing skills are integral parts to the daily routine. To prepare students for the changes in the way we live and work, and to be sure that our education system keeps pace with what it means to be mathematically literate and what it means to collaboratively problem solve, we need a different approach to daily teaching and learning. We need content-rich standards that will serve as a platform for advancing children's 21st-century mathematical skills—their abstract reasoning, their collaboration skills, their ability to learn from peers and through technology, and their flexibility as a learner in a dynamic learning environment. Students need to be engaged in dialogue and learning experiences that allow complex topics and ideas to be explored from many angles and perspectives. They also need to learn how to think and solve problems for which there is no one solution—and learn mathematical skills along the way.

Increasingly Diverse Learner Populations

The need for a deeper, more innovative approach to mathematics teaching comes at a time when the system is already charged with building up language skills among the increasingly diverse population. Students who are English Language Learners (ELLs)/Multilingual Learners (MLLs) now comprise over 20% of the school-age population, which reflects significant growth in the past several decades. Between 1980 and 2009, this population increased from 4.7 to 11.2 million young people, or from 10 to 21% of the school-age population. This growth will likely continue in U.S. schools; by 2030, it is anticipated that 40% of the school-age population in the U.S. will speak a language other than English at home.^[1] Today, in schools and districts across the U.S., many students other than those classified as ELLs are learning English as an additional language, even if not in the initial stages of language development—these children are often described as “language minority learners.” Likewise, many students, large numbers of whom are growing up in poverty, speak a dialect of English that is different from the academic English found in school curriculum.^{[2],[3],[4]}

Linked Navigation: [Intro](#), [MP](#), [PK](#), [K](#), [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [8](#), [HS Intro](#), [Algebra I](#), [Geometry](#), [Algebra II](#), [Plus](#), [Citations](#)

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New York State Next Generation Mathematics Learning Standards (2017)

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[New York State Next Generation Mathematics Learning Standards](#)

Within the NGMLS document

New York State Next Generation Mathematics Learning Standards (2017)

Grade 8 Overview

In Grade 8, instructional time should focus on three areas: (1) formulating and reasoning about expressions and equations, including solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to model relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Please note that while every standard/topic in the grade level has not been included in this overview, all standards are included.

- Through their learning in the **Number System**, the **Expressions, Equations, and Inequalities**, and the **Probability and Statistics** domains, students:
 - recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the graphs are lines through the origin;
 - understand that the slope (m) of a line is a constant rate of change, as well as how the input and output change in relation to the slope;
 - interpret a model in the context of the data by expressing a linear relationship between the two quantities in terms of slope and y -intercept in terms of the situation;
 - solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; they understand that two lines intersect at one point, are parallel, or are coincident;
 - use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to solve problems.
- Through their learning in the **Functions** and the **Expressions, Equations, and Inequalities** domains, students:
 - grasp the concept of a function as a rule that assigns to each input exactly one output;
 - understand that functions describe situations where one quantity determines another; and
 - translate among representations and partial representations of functions (noting that tabular and graphical representations of functions are related, and describe how aspects of the function are reflected in the different representations).
- Through their learning in the **Geometry** domain, students:
 - use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems;
 - show that the sum of the angles in a triangle is the angle sum of a triangle; understand that the angles created when a transversal cuts parallel lines; understand the statement of the Pythagorean Theorem and its converse; and
 - apply the Pythagorean Theorem to find distances between objects.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.

How to Read the P-8 & HS Standards for Mathematical Content

Prekindergarten through Grade Eight

Domain	NY-3.OA	Operations and Algebraic Thinking
Cluster Heading	Solve problems involving the four operations, and identify and extend patterns in arithmetic.	
Standards	8. Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations. a. Represent these problems using equations or expressions with a letter standing for the unknown quantity. b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Coherence: NY-2.OA.1 → NY-3.OA.8 → NY-4.OA.3 Note: Two-step problems need not be represented by a single expression or equation.
	9. Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).	Coherence: NY-2.OA.3 → NY-3.OA.9 → NY-4.OA.5
Connecting the Standards for Mathematical Practice to Mathematical Content: <ul style="list-style-type: none">Students will analyze a number of situation types for multiplication and division, including arrays and measurement contexts. Extending their understanding of multiplication and division to these situations requires that they make sense of problems and persevere in solving them (MP.1), look for and make use of structure (MP.7) as they model these situations with mathematical forms (MP.4), and attend to precision (MP.6) as they distinguish different kinds of situations over time (MP.8).^[14]		

Coherence Linkages

Notes to Clarify & Connect Standards

Citation

High School Courses and Plus (+) Standards

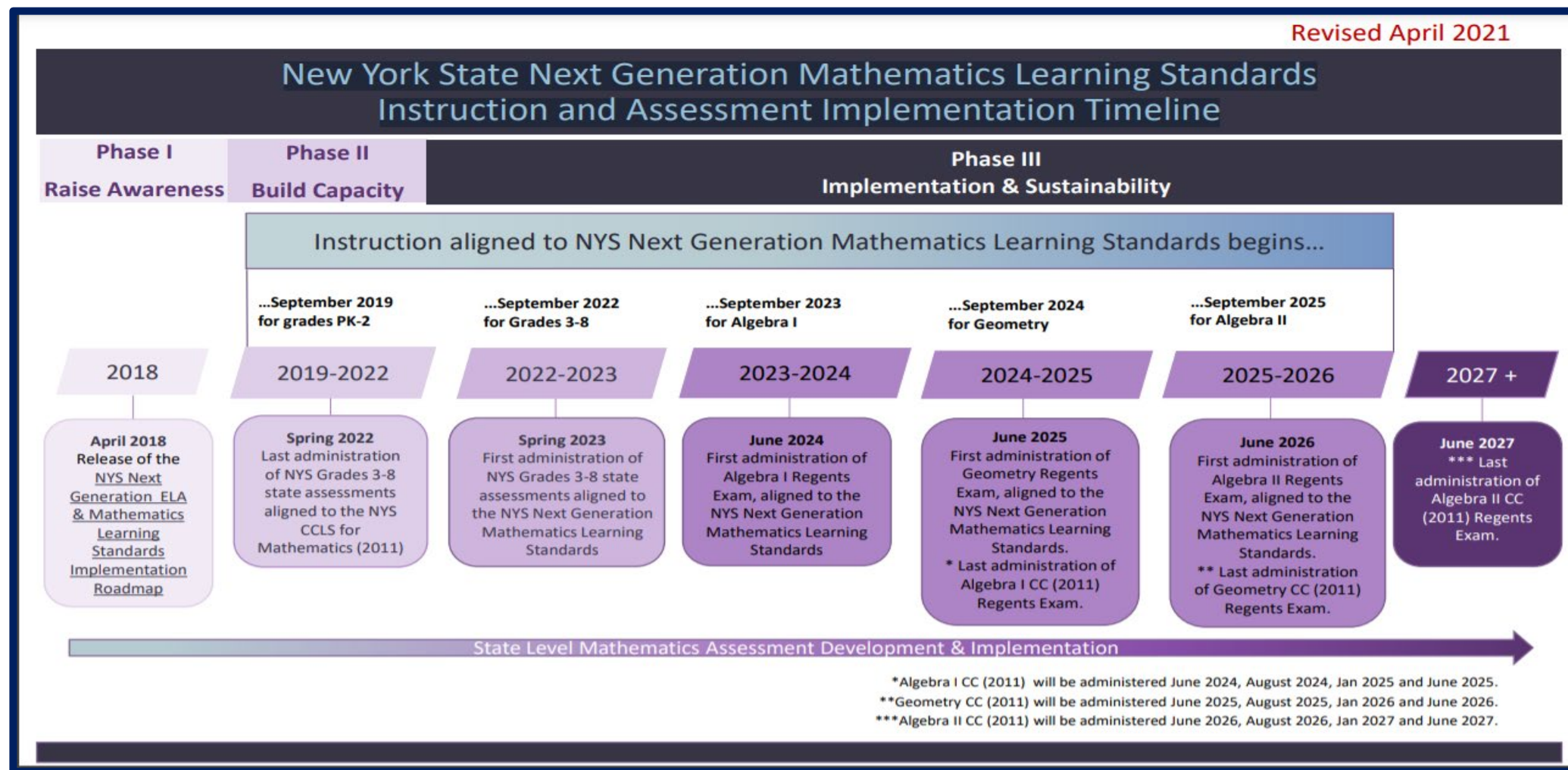
Conceptual Category	AI-A.APR	Algebra
Domain	Arithmetic with Polynomials and Rational Expressions	
Cluster Heading	Understand the relationship between zeros and factors of polynomials.	
Standards	3. Identify zeros of polynomial functions when suitable factorizations are available. (Shared standard with Algebra II)	Coherence: AI-A.APR.3 → AII-A.APR.3 Note: Algebra I tasks will focus on identifying the zeros of quadratic and cubic polynomial functions. For tasks that involve finding the zeros of cubic polynomial functions, the linear and quadratic factors of the cubic polynomial function will be given (e.g., find the zeros of $P(x) = (x - 2)(x^2 - 9)$). ^[14]
	Within-Grade Connections: <ul style="list-style-type: none">Identifying zeros of polynomial functions (AI-A.APR.3) is connected to using the structure of an expression to identify ways to rewrite it (AI-A.SSE.2) and to using an algebraic process to find zeros of a function (AI-F.IF.8a).	

Coherence Linkages

Citation

Notes to Clarify & Connect Standards

NYS Next Generation Mathematics Learning Standards Instruction and Assessment Implementation Timeline



Next Generation Mathematics Learning Standards Crosswalks & Snapshots

Grade 6 Snapshot



Standards New to Grade 6

NY-6.G.5 Use area and volume models to explain perfect squares and perfect cubes.
NY-6.SP.1b Understand that statistics can be used to gain information about a population; a sample is representative of that population.
NY-6.SP.1c Understand that the method and sample size used to collect data for a part of a population can be drawn about the population. Generate multiple samples (or simulations) to estimate the probability of a chance event.
NY-6.SP.6 Understand that the probability of a chance event is a number between 0 and 1, and the probability of an event near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is equally likely to happen or not happen, and a probability near 1 indicates an event that is almost certain to happen.
NY-6.SP.7 Approximate the probability of a simple event by collecting data on the chance process; compare the results of the repetitions to the probability.
NY-6.SP.8 Develop a probability model and use it to find probabilities of simple events; compare the results of the repetitions to the probability.
NY-6.SP.8a Develop a uniform probability model by assigning equal probability to all outcomes; use the model to solve problems.
NY-6.SP.8b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

Standards Moved from Grade 6

No standards moved.

Highlights/Instructional Considerations

NY-6.RP.2 Unit rates are limited to non-complex fractions.
NY-6.RP.3 Students may utilize a strategy of their choice when solving real-world and mathematical problems involving unit pricing and constant speed.
NY-6.RP.3b Unit rate problems may include unit pricing and constant speed.
NY-6.RP.3c Percent problems involve finding a percent as a rate per 100, finding the whole, or finding a part.
NY-6.RP.3d Conversions are not across different measurement systems.
NY-6.NS.1 Students may utilize a strategy of their choice when interpreting, computing, and estimating products, quotients, and powers.
NY-6.NS.2 (and 3) Any standard algorithm may be used for the division of multi-digit numbers.
NY-6.EE.2b Added "difference" as one of the mathematical terms.
NY-6.EE.2c Order of operations, expressions may or may not include parentheses. Expressions may include exponents.
NY-6.EE.7 All four single-step equations are included. See standards document for an explanation of the notation.
NY-6.EE.8 Added $x \geq c$ and $x \leq c$. Compound inequalities could be introduced here.
NY-6.EE.9 Students will be given an equation (no longer need to write) and will need to solve for the variable.
NY-6.G.1 Replaced special quadrilaterals with trapezoids; using the inclusive definition of a trapezoid.
NY-6.G.4 Clarification of three dimensional figures for nets/surface area; right rectangular prisms.

New York State Next Generation Mathematics Learning Standards

Grade 2 Crosswalk

Operations and Algebraic Thinking

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
Represent and solve problems involving addition and subtraction.	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., $8 + ? = 18$, $18 - 8 = ?$, and $8 + 9 = ?$ using drawings and equations with a symbol for the unknown number to represent the problem.	NY-2.OA.1a Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem. NY-2.OA.1b Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20.	2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <u>Note:</u> See standard 1.OA.6 for a list of mental strategies.	NY-2.OA.2a Fluently add and subtract within 20 using mental strategies. Strategies could include: <ul style="list-style-type: none"> counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies. NY-2.OA.2b Know from memory all sums within 20 of two one-digit numbers.

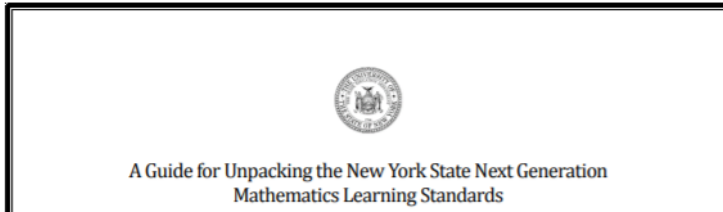
NGMLS Glossary of Verbs

Explore	<p><i>Explore</i> requires the student to learn the concept in the standards through various activities. Repeated experiences with these concepts, with increasing complexity, lead to mastery.</p> <p><i>Explore</i> indicates that the topic is an important concept that builds toward mastery in later grades. However, mastery at the current standard.</p>
Express	<i>Express</i> requires students to change an amount or quantity in a problem.
Fluent	<p>The word <i>fluent</i> is used in the Standards to mean “fast and accurate” and a mixture of just knowing some answers, knowing some answers, and using answers from the use of strategies.</p> <p>For additional information refer to pages 18-19 of Progression in Mathematics (draft)</p> <p><i>Principles and Standards for School Mathematics</i> states, “Computing efficiently and accurately methods for computing. Students exhibit <i>flexibility</i> in the computational methods they choose, and produce accurate answers <i>efficiently</i>.”</p> <p>Required Grade Level Fluencies for Grades K-8:</p> <p>Required grade level fluencies are available from EngageNY Standards for Mathematics.</p> <p>Standards that are recommended fluencies at the High School level are available from the standards for Algebra I, Algebra II and Geometry.</p>
Generate	<i>Generate</i> requires students to create something by the application of operations.
Identify	<i>Identify</i> requires students to recognize a mathematical concept using prior knowledge.

Word	Definition/context of use in the standards
Analyze	<i>Analyze</i> requires students to examine carefully, take apart mathematically, and break down into components or essential characteristics to identify causes, key factors, and possible results.
Apply	<i>Apply</i> requires a student to use mathematical knowledge in a variety of situations.
Calculate	<i>Calculate</i> requires a student to determine an answer.
Classify	Students <i>classify</i> by determining characteristics (attributes) that objects (numbers, shapes, etc.) share, and characteristics (attributes) they don't share.
Compare	Students <i>compare</i> by examining two or more objects, numbers or mathematical situations in order to determine similarities and differences.
Compose	<i>Compose</i> requires students to form or make something (numbers, functions, sets, etc.) by combining parts.
Convert	Students <i>convert</i> by changing the form (e.g. measurement, different units) without a change in the size or amount.

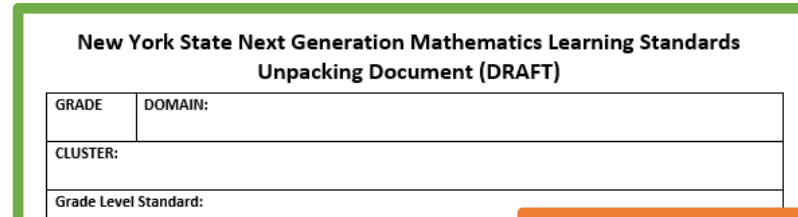
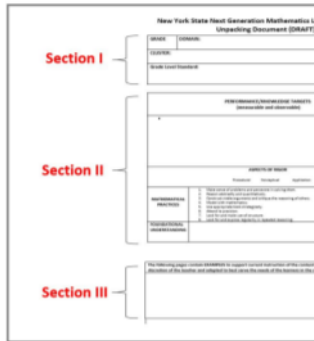
Downloadable Resource: [PDF Version of this Glossary](#)

NGMLS Unpacking Documents



The *Unpacking Document* provides educators with a series of conversations about what they want their students to know and do. It is not a lesson plan, but rather an analysis of a grade-level standard around the intent and rigor of the standard(s) will aid educators in choosing to unpack all standards for a specific grade level or progressions of mathematical concepts so that curricular unpacking process should include teachers from other disciplines, and other content areas (e.g., science, art, etc.), further support and inter-disciplinary connections.

The *Unpacking Document* is arranged in three sections: (1) Analyzing the Standard; (2) Identifying Foundational Understanding; and (3) Identifying Learning Targets. The standards for Mathematical Practice; and (5) Design the Content Standard and the Attainment of the Learning Target.



GRADE	DOMAIN:
7	Ratio and Proportional Reasoning
CLUSTER:	Analyze proportional relationships and use them to solve real-world and mathematical problems.
Grade Level Standard:	NY-7.RP.2c Represent a proportional relationship using an equation.

PERFORMANCE/KNOWLEDGE TARGETS (measurable and observable)

ASPECTS OF RIGOR

Procedural Conceptual Application

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

New York State Next Generation Mathematics Learning Standards Unpacking Document (DRAFT)

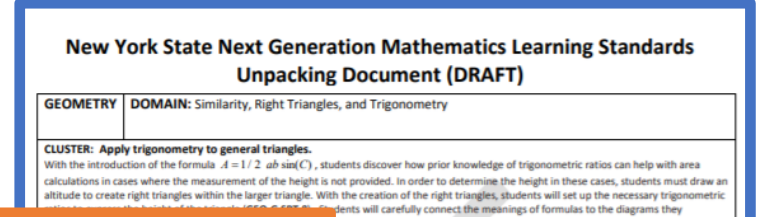
GRADE: 7	DOMAIN: Ratio and Proportional Reasoning
CLUSTER: Analyze proportional relationships and use them to solve real-world and mathematical problems. Students build upon their reasoning about ratios, rates, and unit rates to formally define proportional relationships and the constant of proportionality. Reasoning is extended to ratios and proportional relationships by computing unit rates for ratios and rates specified by rational numbers. Their analysis is applied to relationships given in tables, graphs, and verbal descriptions. Students relate the equation of a proportional relationship to ratio tables and to graphs and interpret the points on the graph within the context of the situation.	
Grade Level Standard: NY-7.RP.2c Represent a proportional relationship using an equation.	

PERFORMANCE/KNOWLEDGE TARGETS (measurable and observable)

- Analyze ratios in a table or diagram to determine if the ratios are equivalent and if possible, identify the constant of proportionality/unit rate.
- Calculate the constant of proportionality/unit rate given a verbal description of a proportional relationship.
- Graph ratios on a coordinate plane to determine if the ratios are proportional by observing if the graph is a straight line through the origin.
- Identify the constant of proportionality/unit rate given a graph of a proportional relationship.
- Using a graphical representation of a proportional relationship in context, explain the meaning of any point (x, y), including (0,0).
- Explain that the y-coordinate of the ordered pair (1, r) corresponds to the unit rate and explain its meaning in context.
- Write and explain an equation that models a proportional relationship between two quantities.
- Explain what the constant of proportionality means in the context of a given situation.

ASPECTS OF RIGOR

Procedural	Conceptual	Application
MATHEMATICAL PRACTICES <ol style="list-style-type: none">Make sense of problems and persevere in solving them.Reason abstractly and quantitatively.Construct viable arguments and critique the reasoning of others.Model with mathematics.Use appropriate tools strategically.Attend to precision.Look for and make use of structure.Look for and express regularity in repeated reasoning.		
FOUNDATIONAL UNDERSTANDING <p>NY-6.RP.2c Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ and use rate language in the context of a ratio relationship.</p> <p>NY-6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>NY-6.RP.3b Solve unit rate problems.</p> <p>NY-6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$, and $\frac{q}{x} = p$ for cases in which p, q, and x are all nonnegative rational numbers.</p> <p>NY-6.EE.8 Use variables to represent two quantities in a real-world problem that change in relationship to one another. Given a verbal context and an equation, identify the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation.</p>		



GEOMETRY	DOMAIN: Similarity, Right Triangles, and Trigonometry
CLUSTER: Apply trigonometry to general triangles. With the introduction of the formula $A = \frac{1}{2} ab \sin(C)$, students discover how prior knowledge of trigonometric ratios can help with area calculations in cases where the measurement of the height is not provided. In order to determine the height in these cases, students must draw an altitude to create right triangles within the larger triangle. With the creation of the right triangles, students will set up the necessary trigonometric ratios to find the height. Students will carefully connect the meanings of formulas to the diagrams they create.	
Grade Level Standard: NY-7.GP.2 Recognize and represent proportional relationships between quantities.	

PERFORMANCE/KNOWLEDGE TARGETS (measurable and observable)

$A = \frac{1}{2} ab \sin(C)$
The area of a triangle is equal to the product of two side lengths times the sine of the included angle.

ASPECTS OF RIGOR

Conceptual Application

Persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

Recognize and represent proportional relationships between quantities.
Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ and use rate language in the context of a ratio relationship.
Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Solve unit rate problems.
Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$, and $\frac{q}{x} = p$ for cases in which p , q , and x are all nonnegative rational numbers.
Use variables to represent two quantities in a real-world problem that change in relationship to one another. Given a verbal context and an equation, identify the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation.

NGMLS Pk-8 Glossary

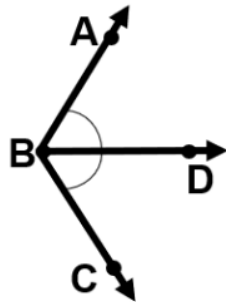


[Disclaimers and Notices](#)

New York State Next Generation Mathematics Learning Standards GLOSSARY Grades **PreK** - 8

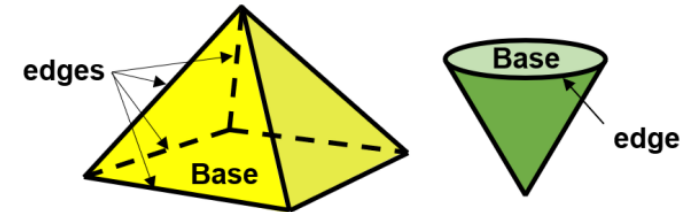
angle bisector A line, line segment, ray, or plane that divides an angle into two congruent angles.

Example: $\angle ABC$ is bisected by ray BD therefore $\angle ABD \cong \angle CBD$.



edge The boundary where a base and a lateral face, a base and lateral surface(s), two lateral faces, or two lateral surfaces of a three-dimensional figure intersect.

Examples:



<u>A</u>	<u>F</u>	<u>L</u>	<u>Q</u>	<u>V</u>
<u>B</u>	<u>G</u>	<u>M</u>	<u>R</u>	<u>W</u>
<u>C</u>	<u>H</u>	<u>N</u>	<u>S</u>	<u>X</u>
<u>D</u>	<u>I</u>	<u>O</u>	<u>T</u>	<u>Y</u>
<u>E</u>	<u>K</u>	<u>P</u>	<u>U</u>	<u>Z</u>



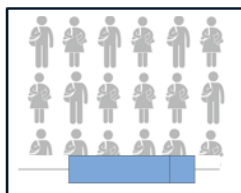
Statistics Progression Video & Toolkit

Statistics: Pk-12

What is the average height of the students at Lincoln Middle School and Washington Middle School?



Lincoln
Middle School



56 57 58 59 60
58 59 56 59 60

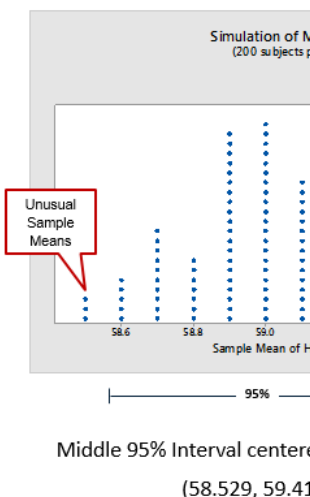
(Sample)

Sample Mean = 58.4 in.

Washington
Middle School

Statistics: Pk-12

Since 59.5 inches falls outside of the 95% interval, it is an unusual mean height for seventh-grade students.



Statistics: Pk-12

Is the number of blue shapes greater than, less than, or equal to the number of yellow shapes?

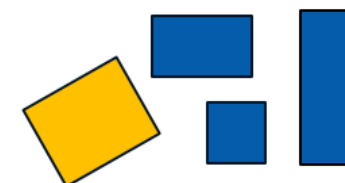


New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

The New York State Next Generation
Mathematics Learning Standards

Statistics Progression
Prekindergarten – Algebra II

Yellow



Stats Progression Video



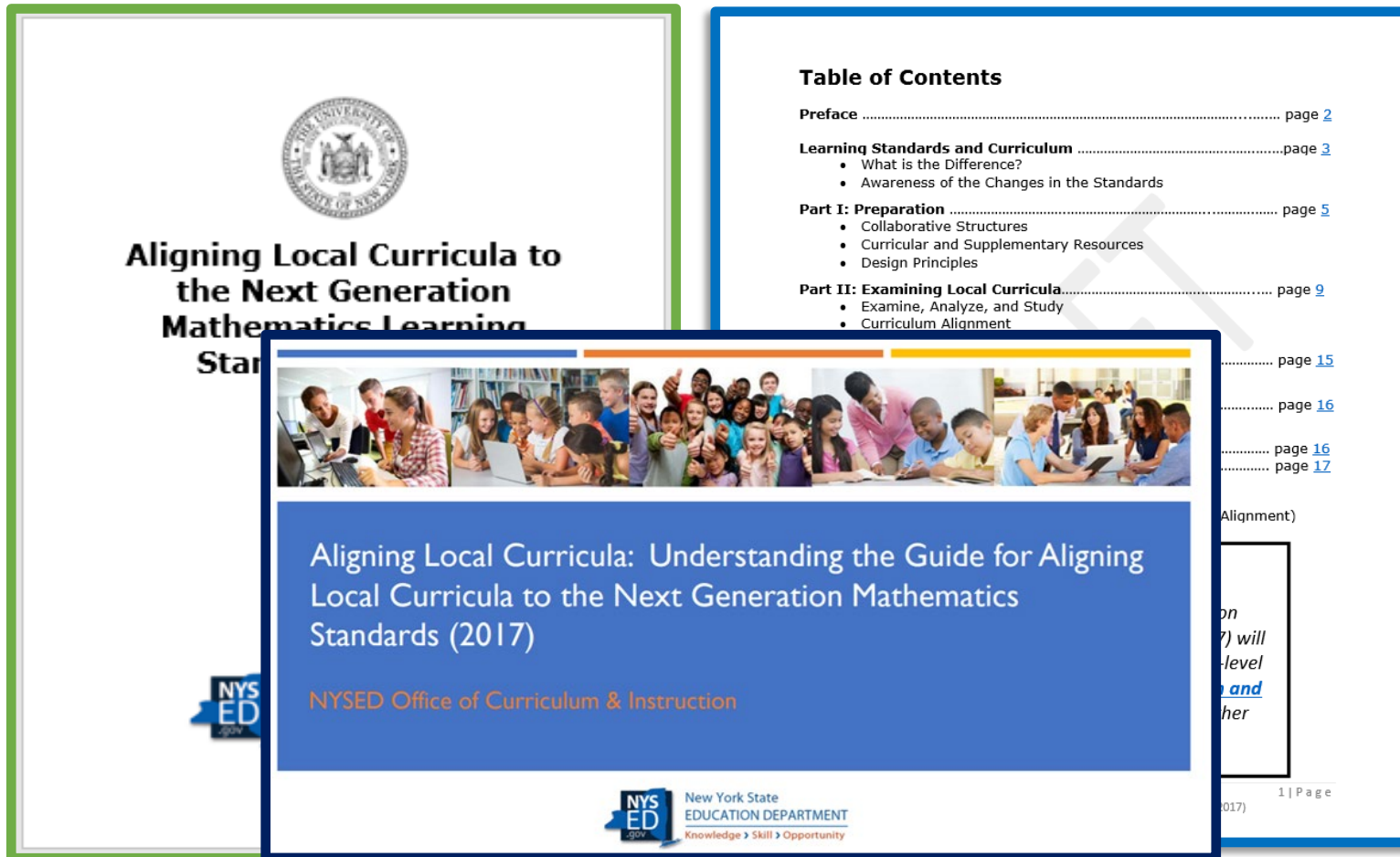
NGMLS Post-test Standard Designations

- **Grade 3:** Scaled pictograph/bar graph (NY-3.MD.3) (Additional)
- **Grade 5:** Order of Operations Standards (NY-5.OA.1 and 2) (Additional)
- **Grade 6:** All Probability and Statistics
- **Grade 7:** Area and Circumference of a Circle (NY-7.G.4) (Additional)
- **Grade 8:** Scientific Notation (NY-8.EE.3 and 4), Linear Systems of Equations (NY-8.EE.8)

Post-test content
(at teacher's discretion)
may be introduced at various points throughout the year. Then, reinforced during the remaining months of school.

Post-test Standards Designations

Guide to Aligning Local Curricula & Toolkit



- **Curriculum** decisions are **locally determined**
- **Optional resource** for school districts to utilize.
- Designed to **assist** districts in the curriculum alignment process.
- **Empower educators** to do the necessary alignment work.

[Guide to Aligning Local Curricula to the NGMLS](#)

Suggested Breakdown of Instructional Time

- **Planning units of study**
– quality instructional & culturally responsive-sustaining practices
- **Teacher preference and flexibility**
- **Standards-based curriculum** – curriculum & instruction are locally determined



Next Generation Mathematics Learning Standards: Suggested Breakdown of Instructional Time



- **Individualized math instruction** – prioritizing the needs of **all** students (ELLs, MLLs, SWDs, students who need extra support)
- Using **appropriate scaffolds** when needed

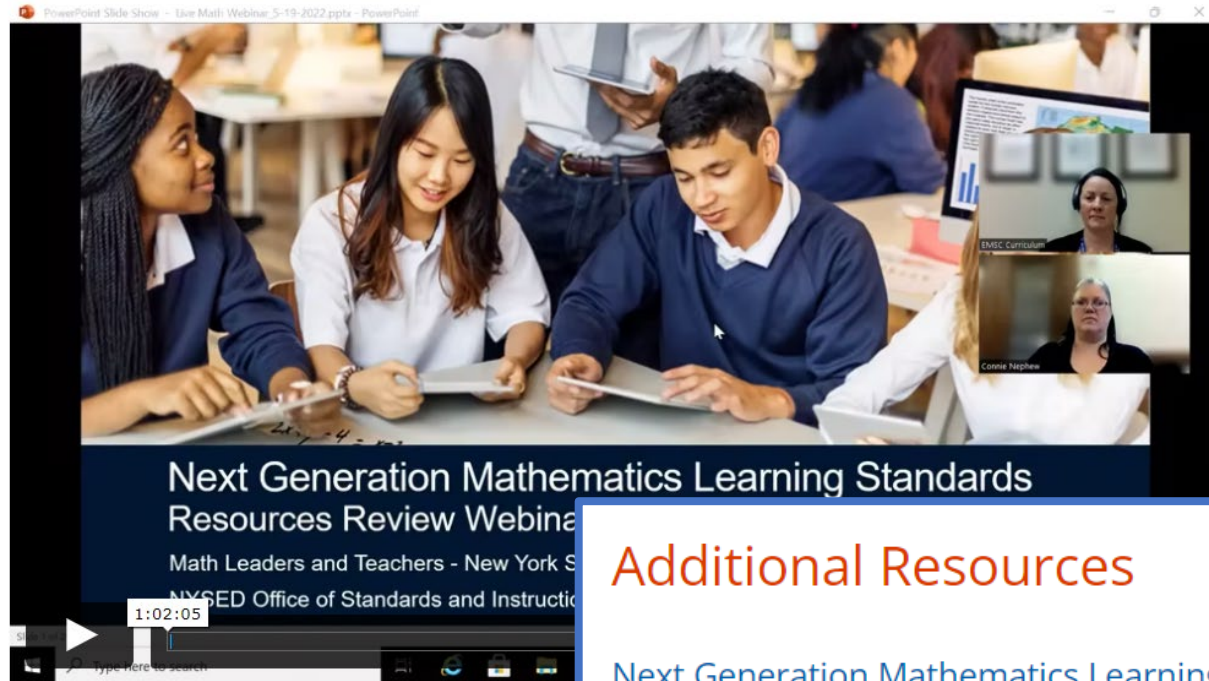


23

NGMLS Webinar – Now posted!

Presentation Video

Next Generation Mathematics Learning Standards Resources Review Webinar




Recorded webinar includes:

- How to navigate the Next Generation Mathematics Learning Standards webpage and where the resources for implementation are housed
- Additional resources from the Office of State Assessment (OSA)

Additional Resources

[Next Generation Mathematics Learning Standards Implementation Resources Presentation Slides](#)

 – this resource provides a slide-by-slide listing of all the resources covered in the webinar, including helpful descriptions, information, and links.



Expanded Math Access Program

- State initiative to promote the math fluency and the love of math in K-5 students across New York.
- Not a curriculum; Curriculum decisions are locally determined
- Online, standards-based math games and activities at **no cost to districts**; standards correlation document available
- Optional program with flexible use
- Use of free resource is not a requirement for districts; an additional asset to promote mathematical thinking and fluency

FIRST IN MATH[®]
Energizing Every Child to Learn, Love and Live Math[®]



Until 6/30/2025

PAEMST Announcement



2022-2023 PAEMST Award Cycle grades 7-12 educators

Nominations are open!
End January 9th, 2023

Applications are now open!
Deadline: February 6th, 2023

The Nation's Highest Honors for Teachers of
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NGLS Parent Brochure – ELA & Math

A Parent's Guide to the NYS Next Generation ELA & Math Learning Standards

NYS Next Generation LEARNING STANDARDS



A Parent's Guide to the New York State Next Generation ELA & Math Learning Standards



What are the Next Generation Learning Standards?

The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

Why were the standards revised?

The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA.

When will the Next Generation Standards be implemented?

Full implementation of the NYS Next Generation Learning Standards begins during the 2022-2023 school year for prekindergarten through grade 8. The [implementation timeline](http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline) can be found at <http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline>.

How will the standards be assessed?

While teachers assess standards daily in their classrooms, students will also be assessed on the Next Generation Learning Standards beginning in spring of 2023 on the Grades 3-8 New York State ELA and Mathematics Assessments.

How can I learn more?

You can learn more about the [Next Generation ELA and Mathematics Learning Standards](#) by talking to your child's teacher or visiting www.nysed.gov/next-generation-learning-standards.

Parent Resources Supporting Learning at Home



[Next Generation Learning Standards in English Language Arts & Mathematics](#)
www.nysed.gov/next-generation-learning-standards

[New York State Parent Teacher Association \(PTA\) Parent Resources](#)
nyspta.org/home/parent-resources/

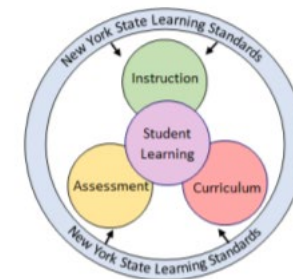
[Resources for Parents of Students with Disabilities](#)
www.p12.nysed.gov/special/quality/parents.htm

[Multilingual Learner/English Language Learner Parent Resources](#)
www.nysed.gov/bilingual-ed/english-language-learner-multilingual-learner-parent-resources

[New York State Education Department Office of Curriculum & Instruction](#)
www.nysed.gov/curriculum-instruction
Email: EMSCURRIC@nysed.gov
Phone: (518) 474-5922

Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.



Standards "What do we need to learn?"	Standards are: <ul style="list-style-type: none">• goals for New York State students• organized by subjects and grade levels• the learning intended to be accomplished by the end of a specific school year• approved by the New York State Board of Regents <i>Example of a Kindergarten Math Standard: Duplicate and extend simple patterns using concrete objects. Ex: Colored blocks or tiles.</i>
Curriculum "What are we learning?"	Curriculum is: <ul style="list-style-type: none">• the content, concepts, and skills students will learn to enable them to meet the standards• determined by individual school districts <i>Example: locally developed units of study, such as a unit on poetry or multiplication of two-digit numbers.</i>
Instruction "How are we learning?"	Instruction is: <ul style="list-style-type: none">• the approaches and strategies an educator chooses to teach the curriculum• based on the needs of students• determined by classroom teachers and districts <i>Example: small group instruction or cooperative learning</i>
Assessment "What have we learned?" "What should we do next?"	Assessments: <ul style="list-style-type: none">• are processes used to learn about student progress• guide and inform teaching• are determined by local districts and/or teachers, as well as New York State <i>New York State administrators:</i> <ul style="list-style-type: none">• ELA and Mathematics Assessments in Grades 3-8• Science Assessments in Grades 4 & 8• Regents Examinations• English as a Second Language Achievement Test (NYSESLAT)• Alternate Assessment (NYSAA) <i>Example: classroom observation of a student recognizing patterns or analyzing a student's classroom writing sample</i>



Grades 3 – 8 Performance Level Descriptions

New York State Testing Program Next Generation Mathematics Test

Performance Level Descriptions

GRADE 8

Performance level descriptions (PLDs) help communicate to the public the specific knowledge and skills expected of proficiency of a learning standard. The PLDs serve several purposes. They are the foundation of rich discussion and are used to perform at higher levels and to explain the progression of learning. They are also crucial in explaining student performance on the NY State Testing Program. The connection between the scale score, the performance level, and the typical demonstrated at that level.

Policy Definitions of Performance Levels

For each subject area, students perform along a continuum of proficiency to meet the demands of the Learning Standards for English Language Arts and Mathematics. There are students who excel in standards, students who are proficient, and students who are below proficient. New York State classifies student performance into one of four levels based on the results of the test. These performance levels are defined as:

NYS Level 4

Students performing at this level **excel** in standards for their grade, skills, and practices embodied by the Learning Standards. They are **sufficient** for the expectations at this grade.

NYS Level 3

Students performing at this level are **proficient** in standards for their grade, knowledge, skills, and practices embodied by the Learning Standards. They are **sufficient** for the expectations at this grade.

NYS Level 2

Students performing at this level are **partially proficient** in standards for their grade, demonstrate knowledge, skills, and practices embodied by the Learning Standards. They are considered partial but insufficient for the expectations at this grade. Students at this level are considered on track to meet current New York high school graduation requirements but are **not yet proficient** in Learning Standards at this grade.

NYS Level 1

Students performing at this level are **below proficient** in standards for their grade, may demonstrate **limited** knowledge, skills, and practices embodied by the Learning Standards. They are considered **insufficient** for the expectations at this grade.

Elementary- and Intermediate-level Tests

Past Grades 3-8 Tests

Grades 3-8 Test Schedules

Grades 3-8 Test Manuals ▶

Grades 3-8 English
Language Arts and
Mathematics


Science ▶

Scoring Information

Field Testing

Technical Information and
Reports

Grades 3-8 ELA and Mathematics Tests

- Past Grades 3-8 Released Questions
- Memo: Spring 2021 Grades 3–8 English Language Arts and Mathematics Tests 
- 2021 Grades 3-8 English Language Arts and Mathematics Test Manuals, Educator Guides and Teacher's Directions
- 2019 Grades 3-8 English Language Arts and Mathematics Score Report and Understanding Report Samples
- Grades 5-8 Mathematics Reference Sheets (All Languages)

Next Generation Learning Standards

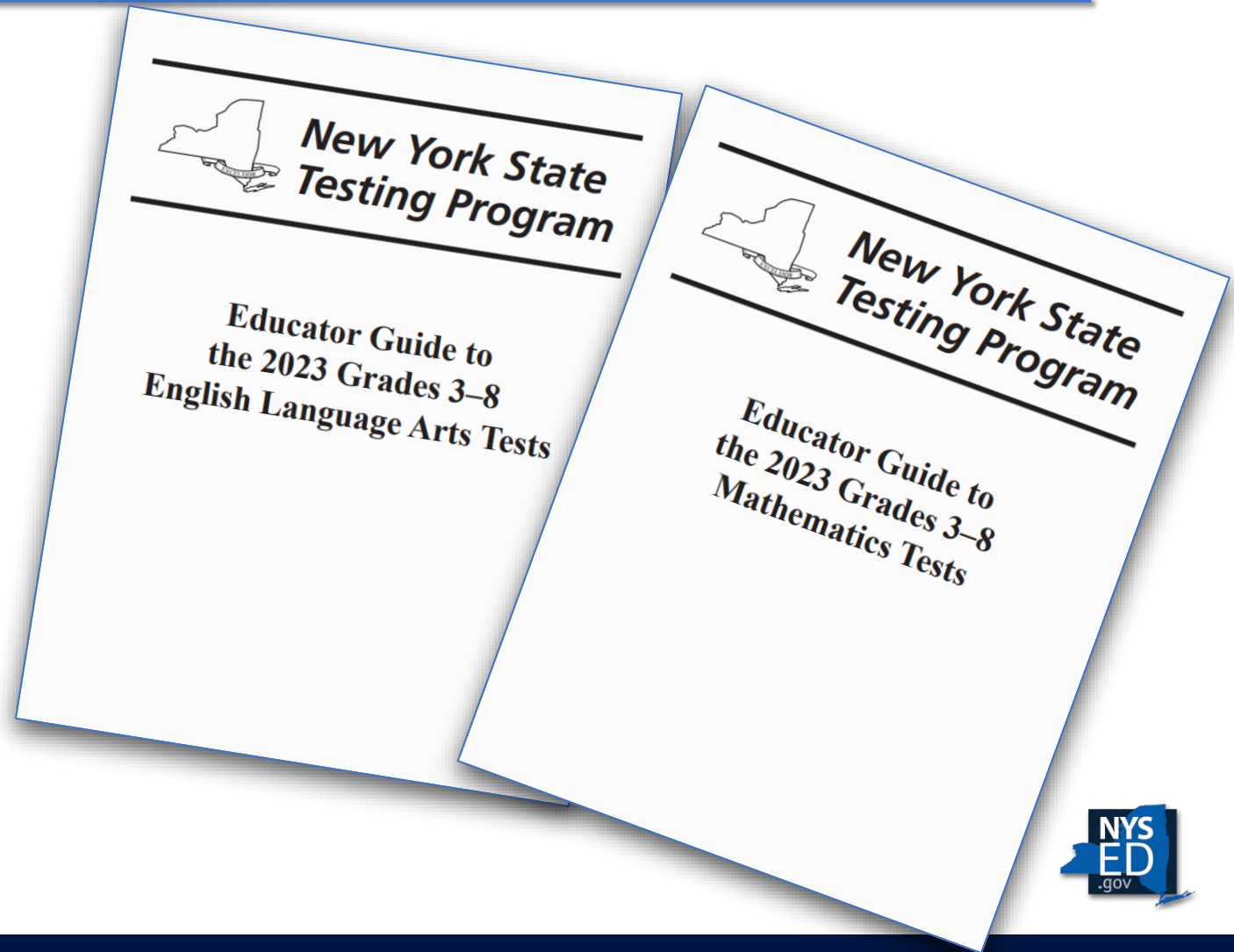
- Next Generation Learning Standards English Language Arts Performance Level Descriptions
- Next Generation Learning Standards Mathematics Performance Level Descriptions



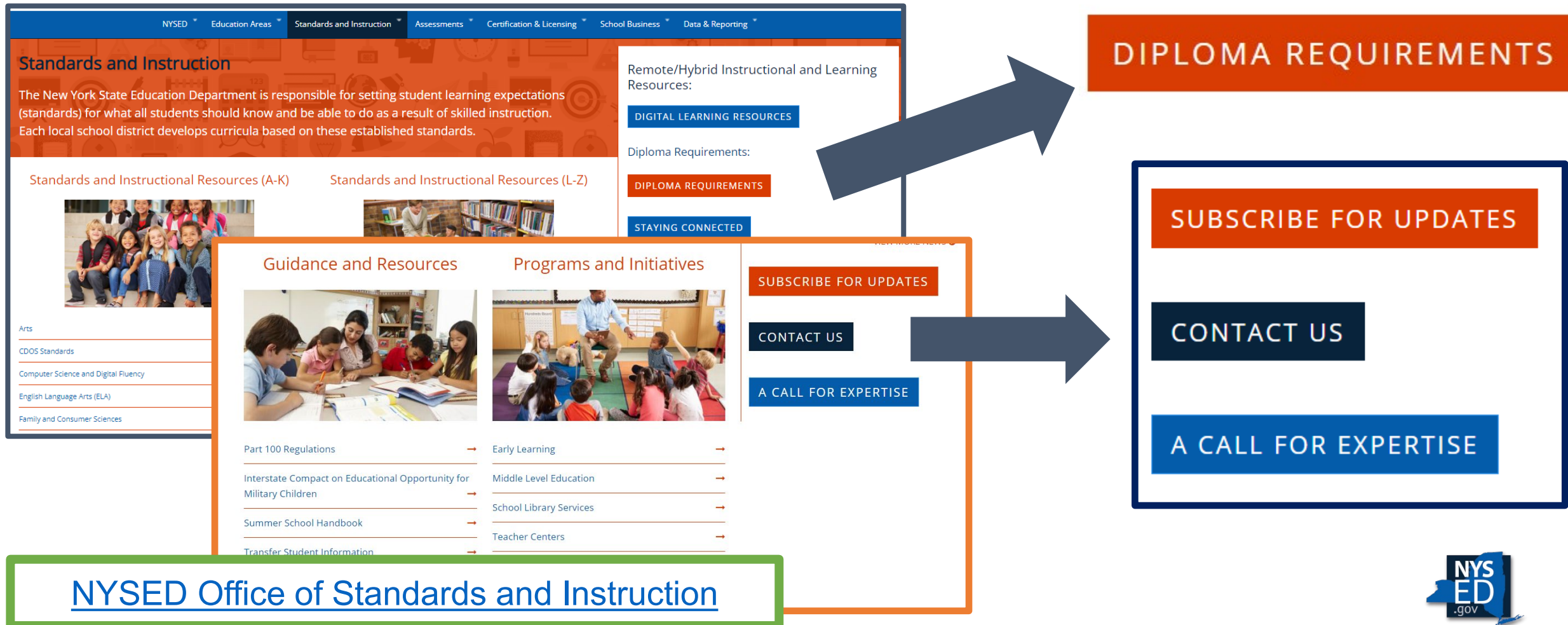
Grades 3-8 ELA and Math Test Manuals

The Office of State Assessments has the following test manuals available:

- [Educator Guide to the 2023 Grades 3-8 ELA Tests](#)
- [Educator Guide to the 2023 Grades 3-8 Math Tests](#)
- [2022 Grades 3-8 ELA and Mathematics Tests School Administration Manuals](#)



NYSED Office of Standards and Instruction



Content Area Notification Service



Join our [Notification Service](#) for updates from the Office of Standards and Instruction.

Administrators



Arts



CTE



Computer
Science



ELA



Health



Math



Middle
Level



N-6



Physical
Education



School
Counselors



School
Library



Science



Social
Studies



World
Languages

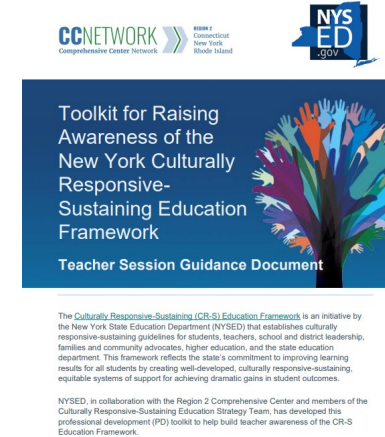


Culturally Responsive-Sustaining Education Framework Resources



New York State Education Department – Culturally Responsive-Sustaining (CRS) Education

NYSED CULTURALLY RESPONSIVE-SUSTAINING EDUCATION IMPLEMENTATION ROADMAP (K-12)				
Phase I: Raise Awareness and Support for the Culturally Responsive-Sustaining Framework	Responsible for Implementation*			Implementation Notes
	NYSED	SCEN & BOCES	Local Schools and Districts	
Key Implementation Activities				Action Steps Taken (To be completed by local district or organization)
1.1: Publish Framework Briefs and Roadmap of CR-S Education Framework Implementation	✓			
1.2: Present virtual and/or face to face sessions that allow participants to unpack the CR-S Framework and share the Framework briefs.	✓	✓	✓	✓
1.3: Establish forums and meetings to build understanding of and support for the Framework	✓	✓	✓	✓
1.4: Unpack key vocabulary and concepts from CR-S Framework		✓	✓	✓
1.5: Utilize electronic communication and social media to inform stakeholders (students, parents/caregivers, community members, youth organizations, non-profits) of resources/briefs	✓	✓	✓	✓
1.6: Create stakeholder-specific materials to introduce the CR-S Framework	✓	✓	✓	✓



FRAMEIWORK BRIEFS

CRS IMPLEMENTATION ROADMAP

PROFESSIONAL DEVELOPMENT TOOLKITS



eTEACHNY RESOURCES

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