Bias and Sensitivity Review of the Common Core State Standards in English Language Arts and Mathematics

Implementation Recommendations Report

Prepared By:

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Revision History

Date	Version Notes	Updated By
6/23/2011	Initial Draft Completed	Johnnie McKinley, Porsche Everson
7/15/2011	Final Report Completed	Relevant Strategies

Executive Summary

Background

The **Common Core State Standards (CCSS)** is a set of shared K-12 learning expectations for students in English-language arts and mathematics. The CCSS are the result of a state-led effort begun in 2009 and coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) and developed in collaboration with a variety of stakeholders including content experts, state education leaders, teachers, school administrators, and parents. The CCSS provide a consistent, clear understanding of what students are expected to learn in K-12 English language arts (ELA) and mathematics. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our nation's young people need for success in college and careers. Once the CCSS were finalized in June 2010, most states rapidly adopted them. As of June 2011, 42 states had formally adopted the CCSS.

Under current Washington State law (RCW 28A.655.070), the Office of Superintendent of Public Instruction (OSPI) has the responsibility to develop and maintain Washington's academic learning standards consistent with the goals outlined in the Basic Education Act, RCW 28A.150.210. This includes periodic review and possible revision of the standards. During the 2010 legislative session, the Superintendent of Public Instruction was given the authority to adopt the Common Core State Standards on a provisional basis by August 2, 2010. While Superintendent Dorn did so in July 2010, the Legislature prohibited formal adoption and implementation activities until after the 2011 Legislative Session in which they would have an opportunity to review a report submitted by OSPI summarizing more detailed implementation plans, timelines, and costs to the state for implementation. Throughout fall 2010, OSPI gathered input from educators and stakeholders across the state on what school district needs would be if Washington formally adopted the standards and proceeded with implementation. This information was compiled and submitted in a report to the Legislature in January 2011.

A key component within OSPI's past process to finalize standards has been to convene a committee of Washington educators to review draft standards for any apparent bias. A similar process has been facilitated related to state assessment development and reviews of instructional materials at the state level. Following the 2011 Legislative Session, prior to making the decision to formally adopt the CCSS decision, and in order to inform key components of implementation supports at the onset of implementation, OSPI engaged a statewide bias and sensitivity committee to review the standards and offer recommendations on implementing the standards in a bias-free and culturally sensitive manner. While the 2011 Legislature did not take action to prevent adoption and implementation, many state Legislators expressed interest in including a bias and sensitivity process to prior to adoption and subsequent implementation. Although it did not pass, 2011 House Bill 1443 included language that directed OSPI to conduct such a process.

Guided by the recommendations resulting from the CCSS Bias and Sensitivity Review Process and through continued input and engagement of state educational stakeholders and school districts to support systemic implementation, the Washington State Superintendent of Public Instruction will formally adopt the CCSS for ELA and mathematics on July 20, 2011. Continued engagement in the CCSS Initiative (and adoption of the CCSS) provides an opportunity for Washington to review and revise its reading and writing standards (that were scheduled for review and revision in 2010). With regard to mathematics, Washington has an opportunity to build on the strength of the 2008 revision and initial implementation. The adoption and implementation of the CCSS is very significant for the nearly one million children in public schools in Washington State and the tens of thousands of education professionals in our state. Successful implementation requires paying attention to bias and cultural sensitivity as part of the process from the beginning.

The information and recommendations gathered from the review is intended to provide a strong foundation for all subsequent state-level activities that support bias-free and culturally sensitive transition to and implementation of the CCSS.

CCSS Bias and Sensitivity Review Process Overview
The 2011 CCSS bias and sensitivity review process consisted of two key components:
1. Discussion of current research and formulation of recommendations related to providing access to rigorous standards and opportunities for all students to learn; and
2. Review of the ELA and Mathematics CCSS using key bias and sensitivity considerations (race/ethnicity/culture, sex and gender, religion, age group, disability and socioeconomic considerations) including for specific recommendations to support bias-free and culturally sensitive implementation.

Fifty diverse reviewers were selected through an application process from over 150 applicants in May 2010. The final committee included ELA and mathematics educators from the K-12 spectrum, parents, school administrators, curriculum directors, community members, and higher education faculty from across the state. They participated in a two-day intensive review process on June 6 and 7, 2011. OSPI external contractors, Porsche Everson (Relevant Strategies) and Dr. Johnnie McKinley (JMA Group), provided expertise and support prior to the review to develop the review process and criteria, during the review by co-facilitating the two-day process, and following the review to compile and report on the results and recommendations from the review.

A critical component of the review process was the initial committee orientation to the process and a review of current equity research around bias and sensitivity related to providing all students access to rigorous standards and opportunities to learn (Lachat, 1999); as well as "transformative teaching and learning" through culturally responsive teaching (Banks, 2009). The committee engaged in deep discussion that materialized recommendations that were grounded a shared recognition of the relationship between personal, cultural, and social factors

within teaching and learning environments and the impact these may have when biased on knowledge creation in classrooms (Banks, 2009). Additionally, the group agreed upon key considerations related to the critical importance of "opportunity-to-learn standards" that directly relate to the quality of learning environments and the range of resources necessary to support high student achievement for diverse learners (Lachat, 1999)

Review Results and Recommendations
The review and discussion of the equity and opportunity to learn research served as a guiding foundation for the more specific review of the ELA and mathematics CCSS. The committee extrapolated specific school and teacher-level "traits" from the research (Lachat, 1999) to use as a foundation for their more specific review of the CCSS. Agreed upon school traits included things such as providing all students with high quality learning resources and instruction, and providing a curriculum for all students based on the same standards for what students should know and be able to do. Agreed upon teacher traits included things such as holding high expectations for all students, and drawing upon home and community experiences of culturally diverse students (a more exhaustive list of the guiding traits can be found in Section 2 of the final report).

The committee made general recommendations for implementing the mathematics and ELA common core standards in a bias-free and culturally sensitive manner, and in many instances, provided detailed recommendations for specific groups of standards. In each case, they described the bias and sensitivity consideration (race/ethnicity/culture, sex and gender, religion, age group, disability and socioeconomic considerations) to which their recommendations aligned. The consideration(s) to which recommendations are aligned are listed in parentheses after each. While the final report provides a summary of all recommendations garnered from the committee (Section 3), many, more global recommendations were articulated consistently by the committee throughout the review and can be applied to most or all of the CCSS for ELA and mathematics. The audience for their recommendations is the broad educational system that includes K-12 educators, parents, school and district administrators, curriculum directors, educational associations, higher education faculty, Educational Service Districts, and state policy makers.

According to the committee, successful implementation of the CCSS must include intentional activities that support educators to:
- Develop an awareness of and build upon the rich diversity of students' cultural backgrounds, family structures, learning styles, language and communication skills and patterns, proficiency levels, and methods of expressing ideas and operation as they develop instructional approaches, interaction groupings, classroom libraries, and assessment strategies (cultural/ethnic/racial, sex/gender, disability, socioeconomic, and general considerations);
- Foster exposure to and interactions with multicultural images, role models and content which can support understanding, valuing and developing the craft, perspectives, and points of view of authors, mathematicians, and other practitioners from different

backgrounds and cultures (cultural/ethnic/racial, sex/gender, disability, and socioeconomic considerations);

- Balance providing access to diverse, culturally rich texts, multimedia sources and cultural models with scaffolding learning activities to ensure that students acquire the requisite comprehension skills, cultural knowledge, and vocabulary to develop the CCSS for ELA and mathematics (cultural/ethnic/racial, disability, and socioeconomic considerations);
- Initiate regular classroom dialogue and other class activities to help students recognize discuss, and address the emotional reactions students might have to bias in primary and secondary sources (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations);
- Ensure access to technology and multimedia resources to provide culturally relevant and engaging materials while carefully selecting text, illustrations and media to avoid biased or stereotypical representations (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).
- Give learners opportunities to develop and share their cultural heritage and personal stories and content knowledge and skills development in English and their home languages, and ensure equitable and adequate time to do so in response to their diverse needs and years of English language acquisition (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations);
- Develop an understanding of the alignment of the CCSS throughout the kindergarten through high school progression in order to ensure that all learners are supported throughout their academic careers; and
- Use culturally responsive literacy and knowledge transfer strategies such as teacher modeling, discussion, charting, and graphic organizers to scaffold learning for students of differing abilities and to increase their stamina, knowledge and skills development.

Summary and Conclusion
As a result of this review, there is strong agreement within the committee that access to rigorous standards for all students is a critical success factor and the foundation from which the standards can be implemented. The standards define what is essential for successful performance and encourage people to strive for the best. From an equity perspective, by setting high standards for all students, we show that we believe that the quality of education offered to "the best and the brightest" should be the quality of education available to all (Lachat, p. 25.). Overall, the committee agreed that it is plausible that bias is not in the standards themselves, but within the delivery of instruction and in varied instructional environments. The committee identified three key points as critical for all students to have equal access to educational standards: resources, materials, and high quality, relevant instruction.

 The committee felt the following quote from Lachat (1999) captured the complexity of this challenge and the opportunity ahead, "Translating the mission of **"high standards for all"** into reality requires policies and practices that provide clear direction and guidance for instruction

and assessment. School policies communicate the school's beliefs about the quality of education that should be offered to all students; they also send strong messages about the school's commitment to ensuring fairness and equity in instructional practice. High expectations should be set for all students, and all students should have high quality instruction and access to the resources necessary for learning. Assessment measures should be unbiased and their results used appropriately. Policies and practices are key to supporting standards-based instruction and assessment in culturally diverse schools as written in the comprehensive list for schools and teachers."

The final 2011 CCSS Bias and Sensitivity Review Report and Recommendations for Implementation can be found on the OSPI Web site at: www.corestandards.k12.wa.us.

1 Introduction and Background

The Common Core State Standards (CCSS) is a set of shared K-12 learning expectations for students in English-language arts and mathematics. The CCSS are the result of a state-led effort begun in 2009 and coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) and developed in collaboration with a variety of stakeholders including content experts, state education leaders, teachers, school administrators, and parents. The CCSS provide a consistent, clear understanding of what students are expected to learn in K-12 English language arts (ELA) and mathematics. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our nation's young people need for success in college and careers. Once the CCSS were finalized in June 2010, most states rapidly adopted them. As of June 2011, 42 states had formally adopted the CCSS.

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In 1993, the state of Washington established the commitment that all children would achieve at high levels. The purpose of this reform is clearly spelled out in the preamble of Basic Education Act of 1993. "Provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives." A vast number of American students simply do not have equal access to the quality of education necessary to achieve high standards of learning. Winfield (1995) and Darling-Hammond (1994; 1995) have cautioned that the problem with assuming education standards will improve teaching practices for poor and minority groups is that this assumption ignores the grossly inadequate conditions in the schools they attend. Research clearly states it is an absolute priority that we give children the opportunity to achieve the knowledge, skills and understandings set out in the content standards. (Lachat, 1999).

The information and recommendations gathered from the 2011 bias and sensitivity review is intended to provide a strong foundation for all subsequent state-level activities that support bias-free and culturally sensitive transition to and implementation of the CCSS to honor the core values outlined in the Basic Education Act.

2 The 2011 Bias and Sensitivity Review Process

Fifty diverse reviewers were selected through an application process from over 150 applicants in May 2010. The reviewers participated in a two-day intensive review process on June 6 and 7, 2011. OSPI external contractors, Porsche Everson (Relevant Strategies) and Dr. Johnnie McKinley (JMA Group), provided expertise and support prior to the review to develop the review process and criteria, during the review by co-facilitating the two-day process, and following the review to compile and report on the results and recommendations from the review.

The review was divided into five major process steps, each of which is described in greater detail below:

Select Reviewers

Develop Instrument

Train Reviewers

Perform Review

Report Results
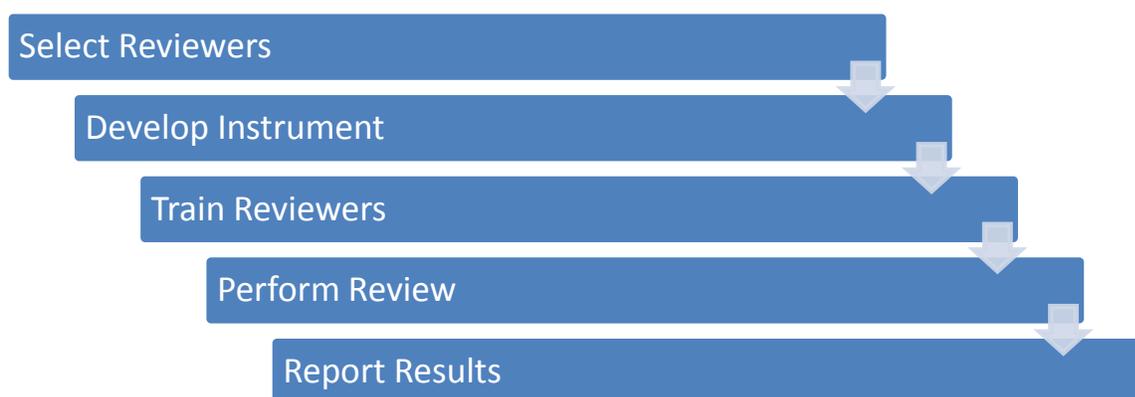
Regarding the content of the bias and sensitivity review process itself, it consisted of two key components:
1. Discussion of current research and formulation of recommendations related to providing access to rigorous standards and opportunities for all students to learn; and
2. Review of the ELA and Mathematics CCSS using key bias and sensitivity considerations (race/ethnicity/culture, sex and gender, religion, age group, disability and socioeconomic considerations) including for specific recommendations to support bias-free and culturally sensitive implementation.

Recommendations were gathered from the committee related to implementation of the CCSS for all levels of our educational system. These review activities were grounded in foundational understandings of the principles of transformative teaching and learning and recognition of the relationship between race and knowledge creation which Banks & Banks (1993) discussed in *Culturally Responsive Teaching*. Transformative teaching and learning are characterized by the acquisition and practical application of knowledge to improve race relations and create a just society. Banks observed that personal, cultural, and social factors within the teaching and

learning context influenced the formulation of knowledge. This knowledge then influences all systems of subjective and objective thinking. For example, although historians seek to make objective presentations of past events, they are influenced by regional and cultural biases and thus, write interpretations of reality that are influenced by these biases. Activities in transformative teaching and learning settings seek to mitigate the influences of these biases.

Specifically, transformative teaching and learning requires that students and educators alike engage in personal, social and civic action such as the bias and sensitivity review in order to make the classroom, school and community more democratic, just and bias-free.

2.1 Select Reviewers

In early May 2010, OSPI sent out announcements statewide, to solicit diverse and experienced applicants to serve on the Bias and Sensitivity Review Committees for both the CCSS and the WaKIDS review processes. Over 150 applicants responded to the solicitation. Names and other identifying information were removed from the application, and all applicants were assigned a number code. A team of 16 individuals evaluated the applications and scored them relative to a specific set of criteria, shown in Appendix A.

OSPI set target goals for reviewer participation, related to subject matter expertise (25 math, 25 ELA)¸ to geographic distribution (a balance of members from across the state and within the Educational Service Districts), and to experience level (K-2, 3-5, 6-8, 9-12 and higher education). The final committee included ELA and mathematics educators from the K-12 spectrum, parents, school administrators, curriculum directors, community members, and higher education faculty from across the state.

2.2 Develop Instrument

OSPI drafted and sought input from bias and sensitivity experts on the review instruments and process. The project team created capture sheets that allowed for recommendations for implementation of broad categories of standards defined as College and Career Readiness Standards in English Language Arts and grade band Domains in Mathematics. For example, in Mathematics, the instrument used the groups of standards listed below in the diagram to elicit recommendations for the K-2 grade band.

Grade K-2
- Counting and Cardinality
- Operations & Algebraic Thinking
- Number & Operations in Base 10
- Measurement & Data
- Geometry
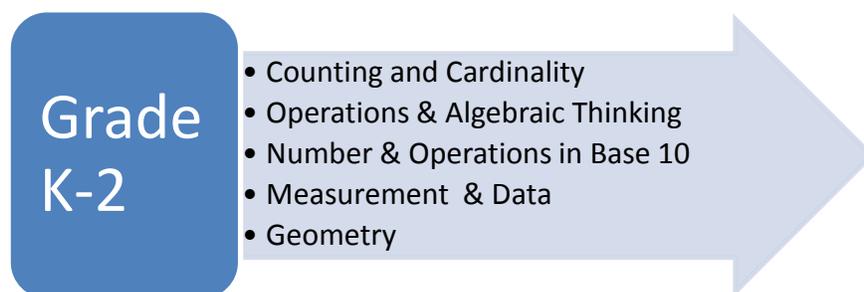
The ELA and mathematics review instruments are shown in Appendices B and C, respectively.

A significant part of the instrument development process involved adapting the *Bias and Sensitivity Review Considerations* (Originally published by the Education Department of the State of New York), which were used as a lens for providing implementation recommendations for both mathematics and English language arts. The adapted Considerations consisted of:
1. Race/Ethnic/Cultural Considerations
2. Sex and Gender Considerations
3. Religious Considerations
4. Age Group [or Ageism] Considerations
5. Disability Considerations
6. Socioeconomic Considerations
7. General Considerations

A full description of these considerations and the reviewer instructions can be found in Appendix D.

2.3 Reviewer Training

The six hour reviewer training focused first on orienting the group to key equity research, and second on establishing a shared understanding of the bias and sensitivity considerations used in the review of the CCSS. Training objectives included:
- Developing an understanding of bias and sensitivity research and considerations;
- Experiencing how bias and sensitivity issues relate to classroom implementation; and
- Establishing a process for making recommendations for bias-free implementation of the Common Core State Standards.

For advance preparation, they were given homework, including key research and background information on the common core state standards.
- Lachat; *Standards, Equity and Cultural Diversity*; The Education Alliance at Brown University; 1999
- Bondy, Ross; *The Teacher as Warm Demander*; Educational Leadership; 9/2008
- *Washington Models for the Evaluation of Bias Content in Instructional Materials*; Equity and Civil Rights Office, OSPI; 2009
- Common Core State Standards Background Material (www.corestandards.org)
  - *English Language Arts Standards Overview*
  - *Mathematics Standards Overview*
  - *Application of the Standards for English Language Learners*
  - *Application of the Standards for Students with Disabilities*

The work of the review team was also grounded in core sources of guidance on bias and sensitivity, including the *Standards for Educational and Psychological Testing*, the *Principles of*

Universal Design, and the *Equal Educational Opportunity Chapter* in state law (392-190 WAC—Elimination of Unlawful Discrimination in Public Schools).

The review of current equity research around bias and sensitivity related to providing all students access to rigorous standards and opportunities to learn (Lachat, 1999); as well as "transformative teaching and learning" through culturally responsive teaching (Banks, 2009). The committee engaged in deep discussion that materialized recommendations that grounded a shared recognition of the relationship between personal, cultural, and social factors within teaching and learning environments and the impact these may have when biased on knowledge creation in classrooms (Banks, 2009). Additionally, the group agreed upon key considerations related to the critical importance of "opportunity-to-learn standards" that directly relate to the quality of learning environments and the range of resources necessary to support high student achievement for diverse learners (Lachat, 1999)

Reviewers received information and participated in discussions about potential sources of implementation bias, some of which are listed below.
- Using specialized language and examples that are unique to one group to describe the concepts covered in the standards.
- Discussing concepts using idiomatic expressions or figurative language.
- Using gender and age stereotypes in examples.
- Using ethnic, cultural, or religious stereotypes.
- Using socio-economic or occupational stereotypes.
- Failing to provide information or support relevant to the student's culture, SES, or other considerations.
- Any reference or language that might cause a student to have an emotional reaction which prevents the student from being able to accurately demonstrate knowledge and skills.

The teams participated in several exercises identifying bias in reading, writing and mathematics. They used the Bias and Sensitivity Considerations to identify the category of consideration (race/ethnic/cultural, sex and gender, religion, ageism, disability, socioeconomic and general considerations), and specific considerations which applied within the relevant broader categories. This work helped the group norm their responses, target implementation-related recommendations, and develop a heightened awareness of all of the bias and sensitivity considerations. The groups first identified the issues that surfaced in each of the examples, and then prepared recommendations for addressing each issue. In addition, for this group, the training exercises emphasized the need to develop approaches to implementing the Standards in ways that reached all learners. They noted the applicability of the variety of strategies detailed in Lachat's *Standards, Equity and Cultural Diversity* (1999)*.*

Through the training, reviewers were encouraged to consider how the *implementation* of the CCSS might be carried out to ensure that all learners are given the fullest and most equitable

opportunity to participate and demonstrate what they know and can do, in light of the considerations for bias and sensitivity.

2.4 Perform Review

The reviewers were broken into small groups by subject area (mathematics, English language arts) and by grade bands within those subject areas (K-2, 3-5, 6-8, 9-12). Each subgroup had approximately 6-8 participants.

The small groups systematically worked through the CCSS, section by section to identify potential implementation issues related to bias and sensitivity and to develop recommendations for addressing those implementation issues. The following guidance framed the work of each group:

- Read through the Standards components, keeping in mind the Bias and Sensitivity Considerations.
- As a group, try to reach a consensus agreement on your recommendations for implementing the Standards in a bias-free manner.
- First, for each Standards component listed, insert your individual and/or group recommendations as to how to ensure that their implementation helps all students participate fully and equitably in learning and helps learners demonstrate what they know and can do.
- Next, for each Standards component for which you make recommendations, indicate the type of consideration to which your recommendation relates by using the corresponding letters for the type of consideration from the Bias and Sensitivity Considerations list.
- Record dissenting positions, as appropriate.
- Throughout the Review Process, use your Capture Sheet to record recommendations related to ensuring access to rigorous standards and opportunities to learn.

The groups worked in cycles of development for 1.5 to 2 hours, then came together briefly to share their recommendations. This important process step allowed the group to norm their responses, develop deeper understandings of how the bias and sensitivity considerations informed the development of their recommendations, and ensure they were working at the appropriate level of granularity.

Additionally, throughout the review process, Dr. Johnnie McKinley facilitated purposeful discussions to assist the group in assessing the outcomes of their work to make recommendations for the implementation of the Common Core State Standards in a bias-free and culturally sensitive manner. Questions such as, "Which consideration does that recommendation address?" helped keep the review focused and the recommendations grounded in research.

2.5 Report Results

588 individual and specific recommendations for implementing the ELA CCSS and 88 recommendations for implementing the mathematics CCSS in a bias-free and culturally sensitive manner were generated during the two day review. Verbatim responses for English Language Arts and Mathematics will be available as a separate document. The results were analyzed, synthesized and compiled into this final report by the consultant team. The results of those analyses of Strand- and Domain-specific recommendations for implementation of the CCSS in English Language Arts and Mathematics are included in Appendices H through I. The recommendations are synthesized in the remainder of this report.

3 Bias and Sensitivity Recommendations for Implementation: Access to Rigorous Standards and Opportunity to Learn

3.1 Discussion and Guiding Recommendations

The review and discussion of the equity and opportunity to learn research served as a guiding foundation for the more specific review and recommendations for implementation of the ELA and mathematics CCSS. As part of the Reviewer training and to ground the Bias and Sensitivity Review of teaching and learning standards on research based findings and practices, Reviewers read and discussed the articles, *Standards, Equity and Cultural Diversity* (Lachat, 1999), *Policies and Practices That Support the Implementation of High Learning Standards in Culturally Diverse Schools* (Lachat, 1999), and *The Teacher as Warm Demander* by Bondy, Ross (2008) during and/or prior to the Bias and Sensitivity Review. Key in the discussion and development of guiding recommendations was the foundational purpose of educational standards to serve as guidelines for teachers and students to ensure they are "on track" with their teaching and learning. "Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning." (Lachat, 1999).

To facilitate the discussion of essential understandings from their readings, might guide the review process, Dr. Johnnie McKinley facilitated an audience discussion of four facilitative questions:
1. What does the research say about access to rigorous standards?
2. What does access *really* mean?
3. What do learners need?
4. What is missing and what are recommendations to meet these needs?

Reviewers engaged in small group discussions, captured key points in writing, and shared the salient points of their discussions with other small groups and with the total group in several ways. Following is a synthesis of the combined group discussion and recommendations to guide system-wide implementation of the CCSS.

The committee extrapolated specific school and teacher-level "traits" for grades K-12 from the research to use as a foundation for their more specific review of the CCSS:

The School:
- Provides **all** students with high quality learning resources and instruction;
- The curriculum for **all** students is based on the same standards for what students should know and be able to do;
- The extent to which curriculum, instruction, and assessment align with standards that reflect high expectations for **all** students;

- Teacher capacity to provide high-quality instruction;
- Financial and programmatic resources that support high levels of learning, including technology, laboratories, and school libraries;
- Teacher and administrator access to sustained, long-term professional development;
- A safe and secure learning environment;
- Parent and community involvement with the schools;
- Non-discriminatory school policies;
- Provides *all* students with opportunities to develop higher order proficiencies; and
- Makes sufficient time and resources available for ongoing professional development focused on teacher implementation of standards.

The Teachers:
- hold high expectations for *all* students;
- draw upon the home and community experiences of culturally diverse students;
- integrate assessment with instruction;
- use appropriate accommodations to enhance the learning of English language learners;
- use multiple assessment measures that offer a variety of ways for students to demonstrate what they know and can do;
- use classroom assessments and scoring rubrics that are free of cultural bias and do not penalize students with varying levels of English proficiency;
- use clearly defined criteria to determine the appropriateness of assessments for students with varying levels of English proficiency;
- ensure the appropriate interpretation and use of student assessment results; and
- use assessment results to improve instruction and student learning.

Reviewers agreed that a system with access to rigorous standards is characterized by four essential components:
1. A common definition of rigor that is understood by all stakeholders including students;
2. High quality instruction, meaningful professional training, professional development that addresses bias and sensitivity in a safe way so that teachers can reflect, examine and uncover their own biases;
3. Clear and widely known expectations modeled on exemplars and daily objectives, and language and cultural relevance for learners; and
4. Beliefs of self-efficacy and students' abilities to achieve standards are held and shared by teachers and students.

Within a strong system for implementing standards, the committee stated that students need to be supported to hold self-efficacy beliefs that they can be successful and meet rigorous expectations, and that learners need supportive school systems that present a culturally, language, and emotionally caring environment for learning. This environment would include

key things such as: rigorous tasks geared to engage different modalities; access to scaffolds, context and support to understand; timely and very specific feedback on progress toward the standards, safe environments that promote risk-allowing and making mistakes. Additionally, opportunities for social interaction, peer collaboration, meaningful engagement, and students contributing to discourse that advance learning should be embedded throughout the system.

The committee offered these key recommendations for a system that would successfully implement the CCSS and ensure access to rigorous standards for all students at the local, regional, and state levels. This system needs to include:

- Equitable quality professional development based on professionals' skill and capacity;
- Professional development that engages and excites teachers and promotes collaboration and the intentional development of a growth mind-set;
- Increased participation of families, a strong community support network including mentors for learners, and alignment of teacher and family expectations and support for learners;
- The opportunity for teachers' input on curriculum and supplemental materials selection in order to distill high quality resources from among the large pool of available; resources
- Systematic diagnostic assessments and the right level of quality instruction between pre- and post-assessments
- Equal resources and equitable resources to address students' needs, including extended day; support for learners who move often; and ensuring that students who need special services do not miss out of basic education sessions.

At the systems-level, this quote from Lachat (1999) resonated strongly to guide their work, "Translating the mission of "high standards for all" into reality requires policies and practices that provide clear direction and guidance for instruction and assessment. School policies communicate the school's beliefs about the quality of education that should be offered to all students; they also send strong messages about the school's commitment to ensuring fairness and equity in instructional practice. High expectations should be set for all students, and all students should have high quality instruction and access to the resources necessary for learning. Assessment measures should be unbiased and their results used appropriately. Policies and practices is key to supporting standards-based instruction and assessment in culturally diverse schools as written in the comprehensive list for schools and teachers."

4 Bias and Sensitivity Review Recommendations for Implementation: Common Core State Standards for English Language Arts

4.1 General Recommendations for Implementation of the ELA CCSS

The four grade-level ELA review teams for grades K - 2, 3 – 5, 6 - 8 and 9 – 12 were comprised of community advocates, educators, administrators, assessment specialists, parents, and higher education faculty members, made recommendations for bias-free and culturally sensitive implementation of the CCSS. The teams made 769 references to the bias and sensitivity considerations as they provided general and specific guidance on the implementation of the English Language Arts (ELA) Common Core State Standards. Significant among their general recommendations are:

1. an incremental and systematic rollout of the CCSS;
2. bridging the current Washington reading and writing standards with the CCSS; and
3. a focus on purposeful instruction to support the development of English Language Arts outcomes such as vocabulary development.

4.2 Recommendations for Implementation by ELA Standards Strand

The following sections will highlight the most significant, frequent and common recommendations that the Review Teams made for implementation of the CCSS and specify the alignment of those recommendations for implementation with the Bias and Sensitivity Considerations.

4.2.1 Strand-Specific Recommendations – Reading

When considering the kindergarten through twelfth grade CCSS for Reading, reviewers advised users of the CCSS (including K-12 educators, parents, school administrators, curriculum directors and higher education faculty) to honor the rich diversity of learning styles, perspectives, proficiency levels, and family and cultural backgrounds that learners bring and to draw on those traits as they develop instructional approaches and classroom libraries. The reviewers recommended that users of the CCSS:

- Make connections to and integrate students' cultural storytelling traditions, religions, family structures and histories, and ethnicities when developing classroom libraries, eliciting stories for discussions, choosing informational and literary texts for instruction, and building skills and concepts (cultural/ethnic/racial, sex/gender, disability, socioeconomic, and general considerations).

Reliance upon learners' cultural background lays the foundation for engaging students and teachers alike in vibrant classroom interactions that expose learners to the craft and skills of readers and writers. Review Team members noted that such classroom interactions should foster the powerful discourse that occurs when learners have a voice, and monitor and

demonstrate their thinking and competence. Review Teams urged users of the *Key Ideas and Details Standards and Craft and Structure Standards to:*

- Provide structured and substantive discourse to ensure balanced student and teacher participation, student-generated questions, and the development of academic language and text analysis skills through structured talk and writing (cultural/ethnic/racial, sex/gender, disability, and socioeconomic considerations); and
- Expose students to various text types and internal text structures, literary devices, figurative language, connotative vocabulary, and variations in tone using texts that reflect students' home and community backgrounds (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).

Using the *Key Ideas and Details Standards and Integration of Knowledge and Ideas Standards* requires initiating regular classroom dialogue and other class activities to help students recognize and discuss bias in primary and secondary sources. By providing a variety of sources that represent diverse perspectives and points of view, teachers help students learn to investigate and analyze historical, societal, and political topics and events from a wide range of racial, ethnic, cultural, and language perspectives representative of their backgrounds. Review Teams urged users of the CCSS to:

- Intentionally attend to the emotional reactions students might have to author bias, alternative viewpoints, and sensitive issues (cultural/ethnic/racial, sex/gender, religion, ageism, socioeconomic, and general considerations); and
- Ensure access to technology and multimedia resources to provide culturally relevant and engaging materials while carefully selecting text, illustrations and media to avoid biased or stereotypical representations (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).

Providing access to diverse, culturally rich texts at students' independent and instructional reading levels and multimedia sources that represent diverse perspectives and points of view must be balanced with scaffolding learning activities to ensure that students acquire the requisite comprehension skills, cultural knowledge, and vocabulary to respond to texts (cultural/ethnic/racial, socioeconomic considerations). Review Teams advise users of the *Details, Craft and Structure, and Integration of Knowledge and Ideas Standards to:*

- Use a variety of culturally relevant texts to expand learners' exposure beyond the traditional "classics" typically taught in order to better understand, value and use the craft of authors from different backgrounds and cultures (cultural/ethnic/racial and socioeconomic considerations); and
- Foster critical thinking by helping students to deconstruct and analyze texts to determine the author's claim, position, or stance, bias and credibility (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).

4.2.2 Strand-Specific Recommendations – Writing

The four grade-level English Language Arts Review Teams described previously emphasized that like the Reading Standards, all recommendations for implementing the Writing Standards were grounded in the need to develop an awareness of and build upon learners' cultural backgrounds, knowledge, language and communication skills. The Review Teams urged educators to to foster this awareness among students by placing them in a variety of culturally responsive groupings. Whether implementing the ***Comprehension and Collaboration, Text Types and Purposes***, or the ***Range of Writing Standards, learners need*** environments where their backgrounds and differing language abilities, narrative patterns and perspectives are known, valued and accepted.

- Learners should have opportunities to write about and share their cultural heritage and personal stories in English and their home languages, and be given equitable and adequate time to do so in response to their diverse needs (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).

To build foundational writing skills related to the ***Text Types and Purposes and Production and Distribution of Writing Standards,*** Instructional approaches promote an awareness of different audiences, purposes, cultural norms and registers of academic writing by providing exemplary mentor texts and speeches (oral and written). Educators can help students use this awareness to understand their personal choices in their writing, particularly when the models present a variety of highly engaging topics that vary in complexity to meet the needs of all students (cultural/ethnic/racial, sex/gender, religion, disability, and socioeconomic considerations).

Engaging in the writing process can afford multiple opportunities for learners to practice and discuss different genres and purposes of writing that are culturally rich and vary in complexity in order to develop the craft and style of authors. Furthermore, Review Teams suggested that by marrying these opportunities to practice with a variety of culturally sensitive peer interactions, students could learn to give and receive feedback and constructive criticism with tolerance and acceptance as they progress toward the ***Text Types and Purposes*** and ***Production and Distribution of Writing Standards*** (cultural/ethnic/racial; sex/gender, religion, socioeconomic and general considerations).

Review Teams recognized the high value of using scaffolding strategies to ensure that students of differing abilities in reading and language are able to increase their stamina in writing and English language skills development, gain access to research materials, synthesize information collected in research. They advised that using culturally responsive literacy strategies such as teacher modeling, discussion, charting, and graphic organizers) supported the development of the ***Range of Writing and Research to Build and Present Knowledge Standards*** (cultural/ethnic/racial; sex/gender, religion, disability and general considerations).

In addition to creating original works, learners will apply their writing skills and knowledge in conducting and reporting on research. It is important, according to Review Teams, in order to advance students' progress toward the ***Research to Build and Present Knowledge and***

Production and Distribution of Writing Standards to honor students' backgrounds in their choice of research topics, and their evaluation, analysis and reflection on topics. It is equally vital that students with differing levels of access to and facility with technology learn and apply:

- Search techniques specific to content areas and research questions such as vocabulary and key search terms;
- Multiple formats for appropriately citing sources, including those available online;
- Paraphrasing and summarizing skills and cultural norms around plagiarism, and confer with educators to ascertain underlying reasons when plagiarism occurs;
- Keyboarding and computer program and function skills such as, PowerPoint, Google docs, shared writing, spell check, and document formatting (cultural/ethnic/racial and socioeconomic considerations).

4.2.3 Strand-Specific Recommendations - Speaking and Listening

In order to develop the **Speaking and Listening Standards,** users of the CCSS, such as K-12 educators, parents, school administrators, curriculum directors and higher education faculty are urged to begin by developing an awareness of cultural differences in students' manner of speech, honoring family/cultural terminology, and allowing for equity in students' oral discourse while setting parameters for classroom discourse. To develop the ***Presentation of Knowledge and Ideas Standards***, students should have multiple opportunities to gain and demonstrate their competence in identifying appropriate communication modes and styles for various cultural contexts and audiences. For students with auditory and/or visual disabilities, this means that they should be provided equitable access to technological resources (cultural/ethnic/racial, sex/gender, religion, disability and socioeconomic considerations).

Review Team members agreed with the numerous researchers who have found that learners benefit greatly by exposure to and interactions with multicultural images, role models and content which can support the development of the ***Comprehension and Collaboration Standards***. Using students' diverse discourse styles as starting points for instruction, these interactions can provide a platform for intentionally teaching and modeling techniques for active listening and responding with cultural, gender and language sensitivity (cultural/ethnic/racial, sex/gender and socioeconomic considerations). Finally, to support the ***Comprehension and Collaboration Standards,*** reviewers encouraged:
- Explicitly teaching students about the social and cultural norms for peer and teacher interactions and through interactive, cooperative and collaborative group structures (cultural/ethnic/racial, sex/gender, religion, disability, socioeconomic, and general considerations); and
- Using group structures to facilitate meaning making, encourage risk-taking, model metacognitive processes and appropriate speech registers (formal versus informal styles), provide adequate processing time for English Language Learners, and promote respect for diverse opinions (cultural/ethnic/racial, sex/gender, religion, socioeconomic considerations).

4.2.4 Strand-Specific Recommendations - Language

The Bias and Sensitivity Review Teams believed that developing facility with the ***Knowledge of Language and Conventions of Standard English Standards*** requires users the CCSS such as K-12 educators, parents, school administrators, curriculum directors and higher education faculty to immerse young children in language rich environments and provide all learners with ample and varied opportunities to develop oral language skills. There are multiple strategies and technologies available which allow for exposure to models of the conventions of standard English grammar and usage for speaking and writing (such as a Language Experience Approach for English Language Learners [ELLs]) and address the cultural/ethnic/racial, socioeconomic and general bias and sensitivity considerations.

Reviewers advised that helping English Language Learners and students with speech difficulties progress toward the ***Conventions of Standard English Standards*** meant:
- Accepting approximations of or attempts at correct usage during English Language Learners'(ELLs) language development processes,
- Allowing bilingual students to practice conventions in their native language and compare and contrast English grammar and spelling rules to their home language, noting that students may have difficulties depending on their number of years of language acquisition (cultural/ethnic/racial, disability, and socioeconomic considerations); and
- Providing all learners with equitable access to appropriate reference materials and technologies, such as first language resources, dual-language dictionaries, picture dictionaries/thesauruses, spelling dictionaries, and assistive devices (cultural/ethnic/racial, disability, and socioeconomic considerations).

Finally, Review Team Members held that attaining the ***Vocabulary Acquisition and Use Standards*** would require an equally multifaceted approach. They suggested that users of these standards such as K-12 educators, parents, school administrators, curriculum directors and higher education faculty to explicitly teach vocabulary, figurative language and connotative vocabulary through approaches such as:
- The Sheltered Instruction Observation Protocol (SIOP) Model, a research-based model for providing Sheltered Instruction to English Language Learners (ELLs) within the mainstream classroom;
- The Guided Language Acquisition Design, or GLAD model of professional which promotes English language acquisition, literacy, academic achievement, and cross-cultural skills; and
- Sheltered English Teaching (cultural/ethnic/racial, disability, and socioeconomic considerations (cultural/ethnic/racial, disability, and socioeconomic considerations).

5 Bias and Sensitivity Review Team Recommendations for Implementing the Common Core State Standards for Mathematics

5.1 General Recommendations for Implementation of the Mathematics CCSS

The Review Teams for Kindergarten through High School Mathematics made 10 general recommendations for the implementation of the Common Core State Standards that are universally applicable and aligned with their specific recommendations for each domain. Recommendations warranting highlighting include:

- Stakeholders should understand the alignment of the mathematics learning outcomes from kindergarten through high school;
- Alignment should ensure that all learners are supported throughout their academic careers.

Equally essential, in support of articulated learning outcomes, is ensuring that the mathematics instructional environment:

- Is language rich, culturally relevant and cognitively demanding for all learners;
- Is characterized by access to mathematical discourse; and
- Embeds the acquisition of foundational mathematical vocabulary - the "language of mathematics" - within the context of daily discourse and instruction.

5.2 Significant Domain-Specific Recommendations for Mathematics

As did Reviewers of the English Language Arts Standards, the Mathematics Reviewers highlighted the vital need to respect home culture and values and ensure cultural congruence in instruction to bridge the contexts, examples, vocabulary, and problem solving situations presented in the classroom to learners' lived real-world experiences and home situations (cultural/ethnic/racial, socioeconomic, and general considerations).

Review Teams thought it important that in supporting learners in their progress toward the **Measurement and Data, Operations, and Number and Quantity Standards** that users**:**

- draw on the diversity of terminology, notations, algorithms, methods of expressing mathematical ideas and operation, and systems of measurement in the learners' cultural backgrounds; and
- balance this integration of cultural models with actively transitioning students to the terminology and notation of the CCSS in Mathematics (cultural/ethnic/racial; disability; and socioeconomic considerations).

Given the diversity of learners in the classroom, it follows that educators must provide scaffolding to ensure that unknown contexts, settings, vocabulary, tools, and problem solving scenarios are introduced to students using techniques such as pictures, manipulatives, varied

representations (algebraically, graphically, numerically in table) and verbalization (cultural/ethnic/racial, disability, and socioeconomic considerations). For standards such as those in the **Measurement and Data, Algebra, Number and Quantity,** and **Function** domains**,** these various techniques should also be supported by multiple methods of assessments with accommodations for differences in learners' backgrounds, communication proficiencies, language, learning modalities, interests, academic knowledge, and access to technology (cultural/ethnic/racial, disability, and socioeconomic considerations).

A unique set of recommendations emerged as Review Teams considered **Measurement and Data, Statistics and Probability, Geometry, and selected Mathematical Practices Standards.** First, they thought it imperative that those users of the standards such as K-12 educators, parents, school administrators, curriculum directors and higher education faculty:

- Provide multiple ways for students to explain their reasoning and express mathematical ideas; and
- Balance that requirement for justification of ideas with an understanding that it might be considered a challenge to authority in some cultural settings and thus, culturally inappropriate and unfamiliar to some students (cultural/ethnic/racial; disability; socioeconomic and general considerations).

Second, the influence of learners' prior knowledge and cultural backgrounds on the interpretation of data and instructional scenarios is noteworthy. Review Teams suggested that users of the standards such as K-12 educators, parents, school administrators, curriculum directors and higher education faculty:

- Consider the need to provide multiple representations in order to ensure equitable access to interpreting data [cultural/ethnic/racial; disability; and socioeconomic considerations];
- Attend to how data may be interpreted in various cultural/ethnic/racial contexts and the need to use student-generated data and examples and collect data sets from such diverse contexts [cultural/ethnic/racial; disability; and socioeconomic considerations];
- When developing student-generated or student-focused data, guard against using measurement comparisons that might make some students uncomfortable (i.e. height or weight) (general considerations).
- Ensure that learners had equitable access to high quality resources, manipulatives, physical models, tools and technology used in the classroom through a check-out system for home use [socioeconomic considerations].

Review Teams made no specific recommendations for implementing the CCSS related to Ratios and Proportional Relationships, The Number System, Modeling.

6 Summary and Conclusion

6.1 Reviewer Reflections

The 2011 CCSS Bias and Sensitivity Review Process allowed review committee members to engage in a number of activities to reflect on their roles in the review process in order to accomplish its three objectives:

1. Develop an understanding of bias and sensitivity considerations;
2. Experience how bias and sensitivity issues relate to classroom implementation; and
3. Make recommendations for bias-free implementation of the Common Core State Standards.

In addition to the formal written evaluation form group collected by OSPI, on multiple occasions over the two-day event, participants offered hundreds of oral comments and written statements captured on easel paper and reviewed with their peers during activities such as Gallery Walks. During those activities, they expressed the high value that they placed on participating in the Bias and Sensitivity Review Process. Their remarks suggested that they believe that the diverse groups of colleagues helped each other learn about and effectively conduct this process. They stated that having diversity, different perspectives and different knowledge bases made the work groups stronger and ensured that the bias and review recommendations would be more widely applicable among users of the CCSS, including K-12 educators, parents, school administrators, curriculum directors, and higher education faculty throughout the state.

They noted that their knowledge of the CCSS was increased through this work, and their awareness of bias issues was raised to the level that they recommended that such a review is conducted on all curriculum materials and that all educators receive professional development training on bias and sensitivity issues. In contemplating the next steps in the bias and sensitivity review process and the purposes for which the outcomes of their work should be used. Reviewers hoped that the review and their recommendations would further inform allocation of specific resources and funding to support statewide implementation of the CCSS. They cited key state-level supports needed for CCSS rollout that include coordinated professional development, pedagogical enrichment and instructional supports, assessment alignment. Finally, members of the Review Teams expressed appreciation for being included in what they perceived as the forefront of a new change process – the implementation of the Common Core State Standards.

6.2 Overall Conclusion

While much input was gathered from the ELA and mathematics Review Teams specific to the CCSS in those subject (Sections 4 and 5 of this report), the committee agreed that a system that promotes and supports access to rigorous standards for all students is a critical success factor and the foundation from which the standards can be implemented. The standards define what

is essential for successful performance and encourage people to strive for the best. From an equity perspective, by setting high standards for all students, we show that we believe that the quality of education offered to "the best and the brightest" should be the quality of education available to all (Lachat, p. 25.). Overall, the committee agreed that it is plausible that bias is not in the standards themselves, but within the delivery of instruction and in varied instructional environments. The committee identified three key points as critical for all students to have equal access to educational standards: resources, materials, and high quality, relevant instruction.

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8 Acknowledgements

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Deena	Alley	Principal	Shelton
Sharon	Leonard	Mathematics Instructional Coach	Spokane
Amy	Roney	ESL Program Coordinator	Rochester
Leslie	Kiick	Teacher	Wenatchee
Patty	Cone	Teacher	Wenatchee
Louann	Stalder	Teacher	Steilacoom
Vickie	Crane	Teacher	Lynden
Margaret	Templeton	Career and Technical Education Teacher	Central Kitsap
Tricia	Gessele	Coordinator for Instruction, Curriculum and Assessment Special Education	Spokane
Brett	Dodd	Special Programs Coordinator	Spokane
Gail	Herbst	Teacher	Colville
Jodi	Thew	Principal	Prescott
Rick	Biggerstaff	Secondary Math Coordinator	Spokane
Julie	Conkle	Teacher	Tonasket
Roy	Tatlonghari	Instructional Coach	Tacoma
Kyung	Chung	Mathematics Instructional Coach	Seattle
Debra	Aldous	Teacher	Tukwila
Corrie	Freiwaldt	Instructional Coach/Teacher	Renton
Millie	Brezinski	Mathematics Instructional Coach	Nine Mile Falls
Ric	Pilgrim	Exec. Director of Teaching and Learning	Wapato
Sebrena	Burr	Parent & Community/ Education Advocate	PTA
Maria	Guzman	Teacher	Wapato
Ginger	Warfield	Principal Lecturer Emerita	University of Washington
M. Kate	Burton	Teacher-Librarian	Vancouver

First Name:	Last Name:	Current Position/Community Group/Parent:	School District/Organization:
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Catherine	Carrison	ELL Specialsit	Evergreen
Mary	Thompson	Career and Technical Education Teacher	Evergreen
Kathleen	Vasquez	Curriculum Alignment Project Manager	Seattle
Janice	Maxson	Special Education/Remedial Teacher	Edmonds
Janice	Walker	Teacher	Sunnyside
Yvonne	Peterson	Member of the Faculty	The Evergreen State College
Kathleen	Wolfley	Curriculum Specialist	Vancouver
Janice	Woodley	Bilingual Teacher	Wenatchee
Melissa	Reis	Reading Coach	Wapato
Rebecca	Lee	Elementary Instructional Specialist / Instructional Coach	North Thurston
Eric	Stanley	ELL Coach/AVID Mentor	Vancouver
Tiffany	Rose	ELL Teacher on Special Assignment	Mukilteo
Zelpha	Birley	Reading Intervention Teacher	Wapato
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Bias and Sensitivity Review of the Common Core
State Standards in English Language Arts and
Mathematics

Appendices

Appendix A.   Reviewer Application Scoring Guide

Office of Superintendent of Public Instruction Selection Committee for the
Washington State Common Core State Standards for ELA and Mathematics
Bias and Sensitivity Application Review

Scoring Guide

Circle the CCSS category: ELA   Mathematics

Response ID # _____

Application Section	Scoring Criteria	Possible Points	Points Earned
Academic Qualifications	Certification/Endorsements	7	
	▪ National Board Certificated Teacher ▪ Washington Professional Teaching Certificate ▪ Washington certificate or endorsement in subject area ▪ Hours or credits in Early Childhood Development		
	Awards or Other Recognition	Use holistically with other categories	
Experience with diverse groups	Looking for work with, and knowledge of, underserved populations including, but not limited to, Title I, migrant, ELL, special education, persons with disabilities, highly capable, ethnically and culturally diverse populations.	10	
	▪ Classroom or childcare experience working with underserved populations and cites specific examples of knowledge gained from the experience ▪ Coursework knowledge of diversity concerns ▪ Worked with community groups that represent a diverse population ▪ Administrative experience with diverse populations ▪ Specialized experience with a particular population ▪ Specialized knowledge of a particular population		
Leadership experience	Looking for evidence of experiences in implementing new programs and understanding the needs of all groups who will be affected by that implementation.	5	
	▪ Administrative experience at the building, district, childcare center level ▪ Participation in program implementation or some supervisory responsibilities ▪ Planned and facilitated professional development ▪ Coached/mentored teachers or other professionals		
Content knowledge and experience	Looking for experience in content area, including certificates, endorsements, assessment work, writing standards, alignment work with standards at the local, district, or state level.	10	

Application Section	Scoring Criteria	Possible Points	Points Earned
	▪ Has endorsement in subject area ▪ Has a variety of experience in the particular subject area ▪ Years of experience in content area ▪ State work on assessment, such as standards development, item writing, range finding ▪ Written common assessments based on standards ▪ Aligned standards, created documents to instructional materials		
Total Points		32 points possible	

Appendix B. Capture Sheets for the Bias and Sensitivity Review of the CCSS in English Language Arts

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

DIRECTIONS: Below each standard listed below, insert your individual and/or group recommendations as to how to ensure that the implementation of these standards help all students participate fully ad equitably in learning and demonstrate what they know and can do. Indicate the type of consideration to which your recommendation relates by using the corresponding letters for the type of consideration from the Bias and Sensitivity Considerations list.

College and Career Readiness Anchor Standards for Reading				
	Kindergarten - Grade 2	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12
Key Ideas and Details				
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		.		
Craft and Structure				
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of				

College and Career Readiness Anchor Standards for Reading									
	the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole								
6	Assess how point of view or purpose shapes the content and style of a text.								
Integration of Knowledge and Ideas									
7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*								
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.								
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.								
Range of Reading and Level of Text Complexity									
10	Read and comprehend complex literary and informational texts independently and proficiently.								

College and Career Readiness Anchor Standards for Writing		Kindergarten - Grade 2	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12
Text Types and Purposes*					
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				

College and Career Readiness Anchor Standards for Writing									
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.								
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.								
Production and Distribution of Writing									
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.								
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.								
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.								
Research to Build and Present Knowledge									
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.								
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.								

College and Career Readiness Anchor Standards for Writing							
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
Range of Writing							
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.						

College and Career Readiness Anchor Standards for Speaking and Listening		Kindergarten - Grade 2		Grades 3 - 5		Grades 6 - 8		Grades 9 - 12	
Comprehension and Collaboration									
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively..								
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.								
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.								
Presentation of Knowledge and Ideas									
4.	Present information, findings, and supportive evidence such that listeners can follow the line of reasoning and organization, development and style are appropriate to task, purpose and audience.								
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.								
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.								

College and Career Readiness Anchor Standards for Language				
	Kindergarten - Grade 2	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12
Conventions of Standard English				
1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Knowledge of Language				
3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
Vocabulary Acquisition and Use				
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				

College and Career Readiness Anchor Standards for Language								
6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression..							

Appendix C. Capture Sheets for the Bias and Sensitivity Review of the CCSS in Mathematics

Common Core State Standards for Mathematics

DIRECTIONS: In your discussions of the Common Core State Standards for Mathematics, talk about the various ways that the Standards for Mathematical Practice can be consistently linked to the Standards for Mathematical Content during instruction so as to reduce the potential for bias. To assist with this discussion, please refer to the Standards for Mathematical Practice that has been provided. ***Below each standard listed below, insert your individual and/or group recommendations as to how to ensure that the implementation of these standards helps all students participate fully and equitably in learning and demonstrate what they know and can do. Indicate the type of consideration to which your recommendation relates by using the corresponding letters for the type of consideration from the Bias and Sensitivity Considerations list.***

GRADE-LEVEL MATHEMATICS STANDARDS K - 8						
	Kindergarten - Grade 2		Grades 3 - 5		Grades 6 - 8	
COUNTING AND CARDINALITY						
OPERATIONS AND ALGEBRAIC THINKING						
EXPRESSIONS AND EQUATIONS						
FUNCTIONS						

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NUMBER AND OPERATIONS IN BASE TEN					
NUMBER AND OPERATIONS - FRACTIONS					
RATIOS AND PROPORTIONAL RELATIONSHIPS					
THE NUMBER SYSTEM					
MEASUREMENT AND DATA					
STATISTICS AND PROBABILITY					

GEOMETRY					

HIGH SCHOOL MATHEMATICS STANDARDS

NUMBER AND QUANTITY

THE REAL NUMBER SYSTEM

QUANTITIES

THE COMPLEX NUMBER SYSTEM

VECTORS AND MATRIX QUANTITIES

ALGEBRA

SEEING STRUCTURE IN EXPRESSIONS

HIGH SCHOOL MATHEMATICS STANDARDS

ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS

CREATING EQUATIONS

REASONING WITH EQUATIONS AND INEQUALITIES

FUNCTIONS

INTERPRETING FUNCTIONS

BUILDING FUNCTIONS

LINEAR, QUADRATIC, AND EXPONENTIAL MODELS

HIGH SCHOOL MATHEMATICS STANDARDS

TRIGONOMETRIC FUNCTIONS

MODELING

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.

GEOMETRY

CONGRUENCE

SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY

CIRCLES

EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS

HIGH SCHOOL MATHEMATICS STANDARDS

GEOMETRIC MEASUREMENT AND DIMENSION

MODELING WITH GEOMETRY

STATISTICS AND PROBABILITY

INTERPRETING CATEGORICAL AND QUANTITATIVE DATA

MAKING INFERENCES AND JUSTIFYING CONCLUSIONS

CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY

Appendix D. Bias and Sensitivity Review Process Considerations

Background:
Following the guidance in Standard 7.4 in the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999), it is imperative that educators control the potential for bias, stereotyping and insensitivity in the teaching, learning and assessment materials and processes that we use with learners, as mentioned in the Equal Educational Opportunity Chapter 392-190 WAC: Purpose –Elimination of unlawful discrimination in public schools, WAC 392-190-005. Family structure, national origins encompass languages spoken, sexual orientation and gender expression or identity.

Additionally, in 2010, a new state law was passed, chapter 28A.642 RCW, that prohibits discrimination in Washington public schools based on race, creed, religion, color, national origin, sexual orientation including gender expression or identity, veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Further, RCW 28A.655.070 addresses the state's requirements for Washington learning standards (Essential Academic Learning Requirements) and assessments. Subsection (10) directly states that it is OSPI's responsibility to ensure the system that assesses the standards is, "…directly related to the essential academic learning requirements, and are not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender." Implementation of a bias and sensitivity process to support adoption and implementation of the state's academic learning standards is critical in order to be true to the intent of RCW 28A.642 from 2010. In order to ensure that Washington's students have the opportunity to learn the new state standards prior to their assessment, and that OSPI provides support to Washington's school districts for teaching the standards that is mindful of the diversity of the state's students.

Guidelines:
As you participate in this bias and sensitivity review, **consider how the *implementation* of the Common Core Standards or the WaKIDS Process might be carried out to ensure that all learners are given the fullest and most equitable opportunity to participate and demonstrate what they know and can do.**

During this **review**, **discuss and suggest ways that the *implementation* of the standards and assessment processes and materials might be carried out** to ensure that **the following consideration**s in the materials, graphic representations, assessment items and tasks, passages, prompts, artwork, graphs, and charts **are addressed.**
   8. **Race/Ethnic/Cultural Considerations:**
      a. Favoring one racial or ethnic group over others;
      b. Portraying one or more racial or ethnic groups or culture in a negative or stereotypical manner or trivialize any group;

c. Using language, content, or context that is not accessible or not widely familiar to one or more racial or ethnic groups or culture;

d. Favoring one family structure over others;

e. Trivializing significant or tragic human experiences.

9. **Sex and Gender Consideration**s:
   a. Using language, content, or context that is offensive to males or females;
   b. Using language, content, or context that is not accessible to or not widely familiar to either males or females;
   c. Negatively representing or stereotyping people based on gender, gender expression or identity, or sexual orientation;
   d. Basing a learner's success with the material on the learner's experience with a certain type of family structure;
   e. Presenting sexual innuendoes.

10. **Religious Considerations:**
    a. Favoring one religion over others and/or demeaning others;
    b. Portraying one or more religions or religious leaders in a negative or stereotypic manner;
    c. Using language, content, or context that is offensive to one or more religious groups;
    d. Using religious language, content, or context that is not commonly understood by members of all religious and non-religious groups;
    e. Requiring the parent, teacher, or examinee to support a position that is contrary to their religious beliefs;
    f. Requiring knowledge of individuals, events, or groups that are not familiar to all students.

11. **Age Group [or Ageism] Considerations:**
    a. Favoring one age group over others except in a context where experience or maturation is relevant;
    b. Portraying one or more age groups in a negative or stereotypical manner;
    c. Using language, content, or context that is offensive to one or more age groups.

12. **Disability Considerations:**
    a. Degrading people on the basis of physical appearance or physical, cognitive, or emotional challenge;
    b. Focusing only on a person's disability rather than portraying the whole person;
    c. Using language, content, or context that is offensive to people with disabilities;
    d. Portraying one or more people with disabilities in a negative or stereotypical manner.

13. **Socioeconomic Considerations:**
    a. Suggesting that affluence is related to merit or intelligence;

b. Using language, content, or context that is offensive to people of a particular economic status;
c. Favoring one socioeconomic group over another;
d. Stereotyping particular ethnic, cultural, or religious groups as belonging to a specific socioeconomic status;
e. Romanticizing or demeaning people based on socioeconomic status;
f. Suggesting that poverty is related to increased negative behaviors in society.

14. General Considerations
   a. Requiring a student to take a position that challenges parental authority;
   b. Presenting war or violence in an overly graphic manner;
   c. Assuming values not shared by all test takers [WAC 392-190-010 (4,5,6)];
   d. Degrading people or cultures from certain regions of the country or state;
   e. Accepting or failing to denounce criminal, illegal, or dangerous behavior;
   f. Requiring students to disclose values that they would rather hold confidential;
   g. Using contexts or settings that may be differentially interesting or familiar (sports, war, violence) to learners;
   h. Presenting harassing or homophobic language;
   i. Evoking unintentional powerful negative emotions;
   j. Perpetuating myths and supporting stereotypes.

Appendix E.   The Most Common Bias and Sensitivity Considerations Cited in Recommendations for Implementing the English Language Arts Standards

The **Cultural/Ethnic/Racial Considerations** were the most common consideration type cited in recommendations for implementation of the standards. These considerations aligned with 230, or 41%, of 588 recommendations for implementation. The second through fifth most common considerations cited were:

- **Socioeconomic Considerations**, cited in 121 of 588 cases, or 22% of all recommendations;
- **Sex/Gender Considerations**, cited in 63 cases, or 11% of 588 recommendations;
- **Religion Considerations**, cited in 47 of 588 cases, or 8% of all recommendations; and
- **Disability Considerations**, cited in 46 of 588 cases, or 8% of 588 recommendations.

Review Teams also cited **General Considerations** in 37cases, or 7% of all recommendations; and **Age(ism) Considerations** in 14, or 3% of 588 recommendations for implementation.

Frequency of Bias and Sensitivity Considerations by English Language Arts Strands

The frequency with which the Bias and Sensitivity Considerations were cited in the recommendations by Strand mirror the frequency with which they were cited in the recommendations for implementation overall. The Bias and Sensitivity Considerations cited in the recommendations within the **Reading Strand** accounted for **215 of 588 or 39%** of such citations. Review Teams cited, in order from highest to lowest frequency, Cultural/Ethnic/Racial, Socioeconomic, Sex/Gender, Religion, Disability, General, and Ageism Considerations.

The Bias and Sensitivity Considerations cited in the recommendations within the **Writing Strand** accounted for **140 of 588 or 25%** of such citations. Review Teams cited, in order from highest to lowest frequency, Cultural/Ethnic/Racial, Socioeconomic, Sex/Gender, General, Religion, and Disability Considerations.

The Bias and Sensitivity Considerations cited in the recommendations within the **Speaking and Listening Strand** accounted for **146 of 588 or 26%** of such citations. Review Teams cited, in order from highest to lowest frequency, Cultural/Ethnic/Racial, Socioeconomic, Sex/Gender, Disability, Religion, General, and Ageism Considerations.

The Bias and Sensitivity Considerations cited in the recommendations within the **Language Strand** accounted for **57 of 588 or 10%** of such citations. Review Teams cited, in order from highest to lowest frequency, Cultural/Ethnic/Racial, Socioeconomic, Disability, Sex/Gender, and General Considerations.

Appendix F.   The Most Common Bias and Sensitivity Considerations Cited in Recommendations for Implementing the Mathematics Standards

The Grades 6 through 8 and High School Mathematics Review Team made 14 general recommendations, 10 of which were aligned to the Bias and Sensitivity Review Considerations. The most frequent type of consideration aligned to their general recommendations was the type 7 - general considerations related to the diversity of values held in communities, homes, and schools. Other general recommendations at grades 6 -12 pertained to the race/ethnicity/culture (2), religion (1), ageism (1), disability (1), and socioeconomic status (1) considerations.

The most common bias and sensitivity consideration cited for recommendations for implementation of the CCSS was Cultural/Ethnic/Racial considerations. These considerations were aligned with 37 of 88 recommendations for implementation. The second and third most common consideration cited were General Considerations, in 24 cases or 27% of 88 recommendations and Socioeconomic Considerations, cited in 10 of 88 cases, or 11% of all recommendations.

Review Teams made the highest number of recommendations related to bias and sensitivity in implementation in these domains: **Measurement and Data,** 22 recommendations (25% of 88); **Algebra,** 15 recommendations (17% of 88); **Number and Operations in Base Ten,** 11 recommendations (13% of 88), and **Geometry**, 11 recommendations (13% of 88). They also cited bias and sensitivity considerations in the **5 recommendations** each that were offered in the **Number and Operations – Fractions, and recommendations, Number and Quantity domains.** Principal among those considerations were those related to cultural/ethnic/racial, ageism, disability, socioeconomic and general considerations. Kindergarten through 12th grade Review Teams made no specific recommendations for implementation of the **Ratios and Proportional Relationships, The Number System,** or **Modeling** domains.

Appendix G.   Summary of the Recommendations for Implementing the ELA CCSS

REVIEW TEAM RECOMMENDATIONS BY CCSS ENGLISH LANGUAGE ARTS STRANDS AND BIAS AND SENSITIVITY CONSIDERATIONS																
REASONS FOR RECOMMENDATIONS - BIAS AND SENSITIVITY CONSIDERATIONS LEGEND: 1 = RACE/ETHNICITY/CULTURE; 2 = SEX/GENDER; 3 = RELIGION; 4 = AGE[ISM]; 5 = DISABILITY; 6 = SOCIOECONOMIC STATUS; 7 = GENERAL																
FREQUENCY WITH WHICH CONSIDERATIONS WERE MENTIONED IN RECOMMENDATIONS N = 558																
STRANDS	1	% age	2	% age	3	% age	4	% age	5	% age	6	% age	7	% age	TO-TAL	% age
Reading																
STRAND TOTAL	75	0.13	28	0.05	24	0.04	9	0.02	15	0.03	49	0.09	15	0.03	215	0.39
Writing																
STRAND TOTAL	60	0.11	15	0.03	12	0.02	0	0	12	0.02	27	0.05	14	0.03	140	0.25
Speaking and Listening																
STRAND TOTAL	62	0.11	19	0.03	11	0.02	5	0.01	13	0.02	29	0.05	7	0.01	146	0.26
Language																
STRAND TOTAL	33	0.06	1	0.00	0	0.00	0	0	6	0.01	16	0.03	1	0.00	57	0.10
TOTALS FOR ALL STRANDS	230	0.41	63	0.11	47	0.08	14	0.03	46	0.08	121	0.22	37	0.07	588	1.00

Appendix H. Analysis of Recommendations for Implementing the ELA CCSS

ANALYSIS OF RECOMMENDATIONS BY COMMON CORE STATE STANDARDS AND BIAS AND SENSITIVITY CONSIDERATIONS																
REASONS FOR RECOMMENDATIONS - BIAS AND SENSITIVITY CONSIDERATIONS LEGEND: 1 = RACE/ETHNICITY/CULTURE; 2 = SEX/GENDER; 3 = RELIGION; 4 = AGE[ISM]; 5 = DISABILITY; 6 = SOCIOECONOMIC STATUS; 7 = GENERAL																
FREQUENCY WITH WHICH CONSIDERATIONS WERE MENTIONED IN RECOMMENDATIONS N = 558																
STRANDS	1	% age	2	% age	3	% age	4	% age	5	% age	6	% age	7	% age	TOTAL	% age
Reading																
General Recommendations	1	0.00	0	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0.00	1	0.00
Key ideas and details	27	0.05	7	0.01	7	0.01	1	0.002	7	0.01	19	0.03	2	0.00	70	0.13
Craft and structure	29	0.05	11	0.02	9	0.02	7	0.01	3	0.01	20	0.04	6	0.01	85	0.15
Integration of knowledge & ideas	13	0.02	8	0.01	6	0.01	1	0.002	2	0.00	7	0.01	4	0.01	41	0.07
Range of reading & text complexity	5	0.01	2	0.00	2	0.00	0	0	3	0.01	3	0.01	3	0.01	18	0.03
STRAND TOTAL	75	0.13	28	0.05	24	0.04	9	0.02	15	0.03	49	0.09	15	0.03	215	0.39
Writing																
General recommendations	0	0.00	0	0.00	0	0.00	0	0	1	0.00	0	0.00	0	0.00	1	0.00
Text types and purposes	20	0.04	7	0.01	6	0.01	0	0	6	0.01	11	0.02	8	0.01	58	0.10
Production and distribution of writing	17	0.03	6	0.01	3	0.01	0	0	1	0.00	8	0.01	3	0.01	38	0.07
Research to build and present knowledge	20	0.04	2	0.00	2	0.00	0	0	2	0.00	7	0.01	3	0.01	36	0.06
Range of writing	3	0.01	0	0.00	1	0.00	0	0	2	0.00	1	0.00	0	0.00	7	0.01
STRAND TOTAL	60	0.11	15	0.03	12	0.02	0	0	12	0.02	27	0.05	14	0.03	140	0.25
Speaking and Listening																

ANALYSIS OF RECOMMENDATIONS BY COMMON CORE STATE STANDARDS AND BIAS AND SENSITIVITY CONSIDERATIONS																
General recommendations	2	0.00	0	0.00	0	0.00	0	0	2	0.00	0	0.00	0	0.00	4	0.01
Comprehension and collaboration	33	0.06	15	0.03	8	0.01	5	0.01	5	0.01	18	0.03	4	0.01	88	0.16
Presentation of knowledge and ideas	27	0.05	4	0.01	3	0.01	0	0	6	0.01	11	0.02	3	0.01	54	0.10
STRAND TOTAL	62	0.11	19	0.03	11	0.02	5	0.01	13	0.02	29	0.05	7	0.01	146	0.26
Language																
General recommendations	1	0.00	1	0.00	0	0.00	0	0	0	0.00	0	0.00	0	0.00	2	0.00
Conventions of standard English	12	0.02	0	0.00	0	0.00	0	0	3	0.01	4	0.01	0	0.00	19	0.03
Knowledge of language	5	0.01	0	0.00	0	0.00	0	0	0	0.00	1	0.00	1	0.00	7	0.01
Vocabulary acquisition and use	15	0.03	0	0.00	0	0.00	0	0	3	0.01	11	0.02	0	0.00	29	0.05
STRAND TOTAL	33	0.06	1	0.00	0	0.00	0	0	6	0.01	16	0.03	1	0.00	57	0.10
TOTALS FOR ALL STRANDS	230	0.41	63	0.11	47	0.08	14	0.03	46	0.08	121	0.22	37	0.07	588	1.00

Appendix I.   Analysis of Recommendations for Implementing the Mathematics CCSS

ANALYSIS OF RECOMMENDATIONS BY COMMON CORE STATE STANDARDS AND BIAS AND SENSITIVITY CONSIDERATIONS															
REASONS FOR RECOMMENDATIONS - BIAS AND SENSITIVITY CONSIDERATIONS LEGEND: 1 = RACE/ETHNICITY/CULTURE; 2 = SEX/GENDER; 3 = RELIGION; 4 = AGE[ISM]; 5 = DISABILITY; 6 = SOCIOECONOMIC STATUS; 7 = GENERAL															
FREQUENCY WITH WHICH CONSIDERATIONS WERE MENTIONED IN 88 RECOMMENDATIONS (N = 88)															
BIAS-SENSITIVITY CONSIDERATION TYPE															
	1	%age	2	%age	3	%age	4	%age	5	%age	6	%age	7	%age	TOT-AL	%age
CCSS MATHEMATICS DOMAINS																
General Considerations	2	0.02			1	0.01	1	0.01	1	0.01	1	0.01	4	0.04	10	0.113
NUMBER AND QUANTITY	4	0.045									1	0.01	0		5	0.057
ALGEBRA	6	0.068					2	0.02			3	0.034	4	0.045	15	0.17
FUNCTIONS	1	0.01											0		1	0.01
NUMBER AND OPERATIONS IN BASE TEN	4	0.045					3	0.034	2	0.02			2	0.02	11	0.125
NUMBER AND OPERATIONS - FRACTIONS	3	0.034											2	0.02	5	0.057
RATIOS AND PROPORTIONAL RELATIONSHIPS	0												0		0	0
THE NUMBER SYSTEM	0												0		0	0

MEASUREMENT AND DATA	6	0.068			1	0.01			5		10	0.113			22	0.25
MODELING	0										0				0	0
STATISTICS AND PROBABILITY	5	0.057							1	0.01			2	0.02	8	0.079
GEOMETRY	6	0.068					5	0.057					0		11	0.125
TOTALS	37	0.42	0	0	1	0.01	7	0.079	9	0.102	10	0.113	24	0.27	88	0.986