



## **Business Leaders & Citizens Asked to Provide Online Comments on Louisiana Academic Standards**

**Our students need the help of business leaders and citizens.** Louisiana's current academic standards, adopted by BESE in 2010, set higher expectations for all students. BESE policy formerly required a mandatory review of the state's standards every seven years. That would have required completion of the review by 2017. Earlier this year, BESE voted to accelerate that process and has now undertaken a review that will be completed one year earlier, in 2016.

Part of this review process includes an online system offering the general public an opportunity to comment on each standard. **CABL believes it is critical that interested citizens, educators and business leaders who support higher academic standards for our students participate in this process.** The educators who are leading this review need the benefit of the input and comments of business leaders and other stakeholders with concrete, real-time knowledge of workforce needs.

Louisiana has dozens of academic standards in math and English that begin in kindergarten and go all the way through high school. They are designed primarily for educators who know and understand just what they mean and can develop strategies to help students achieve those standards.

But for the average citizen undertaking a review of the standards, knowing where to begin, understanding the terminology and navigating through so many unfamiliar materials can seem like a daunting task.

To streamline that process, **CABL has selected some representative standards that might be of interest to specific business and community sectors.** They include finance, technology, industry and manufacturing, and civic organizations. Once you navigate through a few of them, it will be easy to pick other standards that may be of interest, such as the various grade level standards for a child or grandchild currently in school. Tips for easily accessing them are provided below.

To review a series of standards such as those we have suggested should only take about 15 minutes of your time. **But these few minutes are vital to the future of Louisiana's students and to maintaining the educational progress we've made so far.** Please join us in participating in this important review process and thank you for supporting Louisiana's students.

## Getting Started

To access the online standards review system go to: [www.louisiana.statestandards.com](http://www.louisiana.statestandards.com).

1. **Sign In.** The website will ask for a limited amount of required identifying information: whether you live in the state, the parish in which you reside and your role in the community. All other requested information is optional.
2. **Choose a grade level and strand to review.** For instance, as a starting point, if you are a parent or grandparent of a child in fifth grade you might want to view the English Language Arts (ELA) and math standards for that grade level.

If you are a business leader, the subjects and levels with the greatest relevance to workforce development would be:

- **English Language Arts Writing and Reading**
    - **Informational Text** strands for high school grades
    - **Speaking and Listening** strands across all grades.
  - **Mathematics**
    - **Measurement and Data** in grades K-5
    - **Statistics and Probability** for high school grades
3. **Review the Standards.** Each standard contains various strands within it. For instance second grade ELA contains strands for reading, writing, speaking and listening, and language. Second grade math has strands for algebraic thinking, operations in base ten, measurement and geometry.
  4. **Provide Feedback.** For each standard, read carefully and decide whether you **agree** with the standard. No comments are required if you choose that you **agree with a standard**, though positive feedback is helpful. Comments are required only if you feel a standard should somehow be **changed** or **deleted**.

All written feedback should be specific and clearly relate to that standard. Even supportive feedback about why particular skills being taught are important for functioning in the workforce or in the real world at large are helpful and vital to this process. Please note, once you have initially signed in you may pause your review and comments at any time and return to continue at your convenience. However, once comments have been submitted, they cannot be changed.

## Deadline

In order to have your participation and comments registered before the first meeting of BESE's standards review committees please **submit your comments by August 5<sup>th</sup>**.

Thank you for taking the time to participate in this important process to ensure we maintain high standards for the students of Louisiana.



## How to Comment on Standards Impacting Specific Business and Community Sectors

Select a standard to review. A number of standards that may be of interest to various sectors are suggested below. Here's an example of how to quickly access a standard.


### Sample:

#### [CCSS.ELA-LITERACY.SL.11-12.1.B](#)

**SUBJECT:** ELA                      **GRADE:** 11-12 English Language Arts

**SELECT:** Speaking and Listening→Comprehension and Collaboration→ELA-Literacy.SL.11-12.1

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

1. Sign into the website at [www.louisiana.statestandards.com](http://www.louisiana.statestandards.com).
2. To access the standard above, go to the boxes at the top of the page and select **Subject: English Language Arts (ELA)** and **Grade: 11-12 English Language Arts**.
3. Then click **Speaking & Listening** in the next screen.
4. Then click **Comprehension & Collaboration**
5. Then click on the standard **ELA-Literacy.SL.11-12.1** which will reveal a strand of related standards including the example 12.1B. To comment on the standard hit the pencil and paper logo on the right of the web page and various options will appear. 

## Standards Related to Finance

#### [CCSS.ELA-LITERACY.SL.11-12.1.B](#)

**SUBJECT:** ELA                      **GRADE:** 11-12 English Language Arts

**SELECT:** Speaking and Listening→Comprehension and Collaboration→ELA-Literacy.SL.11-12.1

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

#### [CCSS.ELA-LITERACY.SL.11-12.4](#)

**SUBJECT:** ELA                      **GRADE:** 11-12 English Language Arts

**SELECT:** →Speaking & Listening→Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### [CCSS.MATH.CONTENT.2.MD.C.8](#)

**SUBJECT: Mathematics**      **GRADE: 2**

**SELECT: Measurement & Data→Work with Time and Money**

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

### [CCSS.MATH.CONTENT.2.MD.D.10](#)

**SUBJECT: Mathematics**      **GRADE: 2**

**SELECT: Measurement & Data→Represent & Interpret Data**

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.

### [CCSS.MATH.CONTENT.HSS.MD.B.5](#)

**SUBJECT: Mathematics**      **GRADE: High School – Statistics & Probabilities**

**SELECT: Using Probability to Make Decisions→Use Probability to Evaluate Outcomes of Decisions**

Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

### [CCSS.MATH.CONTENT.HSS.MD.B.5.B](#)

**SUBJECT: Mathematics**      **GRADE: High School – Statistics & Probabilities**

**SELECT: Using Probability to Make Decisions→Use Probability to Evaluate Outcomes of Decisions→**

Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

## **Standards Related to Technology**

### [CCSS.ELA-LITERACY.W.6.6](#)

**SUBJECT: ELA**      **GRADE: 6 English Language Arts**

**SELECT: Writing→Production & Distribution of Writing**

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**CCSS.ELA-LITERACY.W.9-10.6**

**SUBJECT: ELA            GRADE: 9-10 English Language Arts**

**SELECT: Writing→Production & Distribution of Writing**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CCSS.ELA-LITERACY.W.11-12.8**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**

**SELECT: Writing→Production & Research to Build and Present Knowledge**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CCSS.ELA-LITERACY.SL.6.5**

**SUBJECT: ELA            GRADE: 6 English Language Arts**

**SELECT: Speaking & Listening→Presentation of Knowledge & Ideas**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**CCSS.ELA-LITERACY.SL.11-12.2**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**

**SELECT: Speaking & Listening→Comprehension & Collaboration**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.SL.11-12.5**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**

**SELECT: Speaking & Listening→Presentation of Knowledge & Ideas**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **Standards Related to Industry and Manufacturing**

### **CCSS.ELA-LITERACY.RI.11-12.7**

**SUBJECT:** ELA           **GRADE:** 11-12 English Language Arts

**SELECT:** Reading→Informational Text→Integration of Knowledge & Ideas

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **CCSS.ELA-LITERACY.W.9-10.1.D**

**SUBJECT:** ELA           **GRADE:** 9-10 English Language Arts

**SELECT:** Writing→Text Types & Purposes→ELA-Literacy.W.9-10.1

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### **CCSS.ELA-LITERACY.W.9-10.2**

**SUBJECT:** ELA           **GRADE:** 9-10 English Language Arts

**SELECT:** Writing→Text Types & Purposes

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### **CCSS.ELA-LITERACY.W.9-10.2.D**

**SUBJECT:** ELA           **GRADE:** 9-10 English Language Arts

**SELECT:** Writing→Text Types & Purposes→ELA-Literacy.W.9-10.2

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

### **CCSS.ELA-LITERACY.W.9-10.6**

**SUBJECT:** ELA           **GRADE:** 9-10 English Language Arts

**SELECT:** Writing→Production & Distribution of Writing

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **CCSS.ELA-LITERACY.RI.6.7**

**SUBJECT:** ELA           **GRADE:** 6 English Language Arts

**SELECT:** Reading→Informational Text→Integration of Knowledge & Ideas

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### [CCSS.ELA-LITERACY.W.11-12.7](#)

**SUBJECT:** ELA           **GRADE:** 11-12 English Language Arts

**SELECT:** Writing→Research to Build & Present Knowledge

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### [CCSS.ELA-LITERACY.W.11-12.8](#)

**SUBJECT:** ELA           **GRADE:** 11-12 English Language Arts

**SELECT:** Writing→Research to Build & Present Knowledge

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### [CCSS.ELA-LITERACY.RI.9-10.4](#)

**SUBJECT:** ELA           **GRADE:** 9-10 English Language Arts

**SELECT:** Reading→Informational Text→Craft & Structure

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### [CCSS.ELA-LITERACY.RI.11-12.2](#)

**SUBJECT:** ELA           **GRADE:** 11-12 English Language Arts

**SELECT:** Reading→Informational Text→Key Ideas& Details

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### [CCSS.ELA-LITERACY.SL.6.2](#)

**SUBJECT:** ELA           **GRADE:** 6 English Language Arts

**SELECT:** Speaking & Listening→Comprehension & Collaboration

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### [CCSS.ELA-LITERACY.SL.6.4](#)

**SUBJECT:** ELA           **GRADE:** 6 English Language Arts

**SELECT:** Speaking & Listening→Presentation of Knowledge & Ideas

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-LITERACY.SL.11-12.1**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**  
**SELECT: Speaking & Listening→Comprehension & Collaboration**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.SL.11-12.1.B**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**  
**SELECT: Speaking & Listening→Comprehension & Collaboration→ELA-Literacy.SL.11-12.1**

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-LITERACY.SL.11-12.2**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**  
**SELECT: Speaking & Listening→Comprehension & Collaboration**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.SL.11-12.4**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**  
**SELECT: Speaking & Listening→Presentation of Knowledge & Ideas**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.MATH.CONTENT.6.RP.A.3**

**SUBJECT: Mathematics            GRADE: 6**  
**SELECT: Ratios & Proportional Relationships→Understand Ratio Concepts and Use Ratio Reasoning to Solve Problems.**

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

**CCSS.MATH.CONTENT.2.MD.D.9**

**SUBJECT: Mathematics            GRADE: 2**  
**SELECT: Measurement & Data→Represent & Interpret Data**

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.



**CCSS.MATH.CONTENT.2.MD.D.10**

**SUBJECT: Mathematics      GRADE: 2**

**SELECT: Measurement & Data→Represent & Interpret Data**

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup>using information presented in a bar graph.

**CCSS.MATH.CONTENT.3.MD.B.4**

**SUBJECT: Mathematics      GRADE: 3**

**SELECT: Measurement & Data→Represent & Interpret Data**

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.

**CCSS.MATH.CONTENT.3.MD.C.7**

**SUBJECT: Mathematics      GRADE: 3**

**SELECT: Measurement & Data→Represent & Interpret→Data Geometric Measurement: Understand Concepts of Area and Relate Area to Multiplication and to Addition**

Relate area to the operations of multiplication and addition.

**CCSS.MATH.CONTENT.HSS.MD.B.5**

**SUBJECT: Mathematics      GRADE: High School – Statistics & Probability**

**SELECT: Using Probability to Make Decisions→Use Probability to Evaluate Outcomes of Decisions**

Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

**CCSS.MATH.CONTENT.HSS.MD.B.6**

**SUBJECT: Mathematics      GRADE: High School – Statistics & Probability**

**SELECT: Using Probability to Make Decisions→Use Probability to Evaluate Outcomes of Decisions**

Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

**CCSS.MATH.CONTENT.HSS.MD.B.7**

**SUBJECT: Mathematics      GRADE: High School – Statistics & Probability**

**SELECT: Using Probability to Make Decisions→Use Probability to Evaluate Outcomes of Decisions**

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

## **Standards of Interest to Civic Organizations**

### **CCSS.ELA-LITERACY.SL.6.2**

**SUBJECT:** ELA           **GRADE:** 6 English Language Arts

**SELECT:** Speaking & Listening→Comprehension & Collaboration

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### **CCSS.ELA-LITERACY.SL.6.4**

**SUBJECT:** ELA           **GRADE:** 6 English Language Arts

**SELECT:** Speaking & Listening→ Presentation of Knowledge & Ideas

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### **CCSS.ELA-LITERACY.SL.6.6**

**SUBJECT:** ELA           **GRADE:** 6 English Language Arts

**SELECT:** Speaking & Listening→ Presentation of Knowledge & Ideas

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

### **CCSS.ELA-LITERACY.SL.11-12.1**

**SUBJECT:** ELA           **GRADE:** 11-12 English Language Arts

**SELECT:** Speaking & Listening→Comprehension & Collaboration

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### **CCSS.ELA-LITERACY.SL.11-12.1.B**

**SUBJECT:** ELA           **GRADE:** 11-12 English Language Arts

**SELECT:** Speaking & Listening→Comprehension & Collaboration→ELA-Literacy.SL.11-12.1

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### **CCSS.ELA-LITERACY.SL.11-12.2**

**SUBJECT:** ELA           **GRADE:** 11-12 English Language Arts

**SELECT:** Speaking & Listening→Comprehension & Collaboration

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-LITERACY.SL.11-12.4**

**SUBJECT: ELA            GRADE: 11-12 English Language Arts**

**SELECT: Speaking & Listening→Presentation of Knowledge & Ideas**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.MATH.CONTENT.HSS.MD.B.6**

**SUBJECT: Mathematics            GRADE: High School Statistics & Probability**

**SELECT: Using Probability to Make Decisions→Use Probability to Evaluate Outcomes of Decisions**

Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

**CCSS.MATH.CONTENT.HSS.MD.B.7**

**SUBJECT: Mathematics            GRADE: High School Statistics & Probability**

**SELECT: Using Probability to Make Decisions→Use Probability to Evaluate Outcomes of Decisions**

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).