



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

North Dakota Content Standards Development Protocols

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**North Dakota Content Standards
Development Protocols**

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North Dakota Content Standards Development Protocols

I. Introduction

As a matter of both policy and practice, the North Dakota Department of Public Instruction (NDDPI) asserts that public education stakeholders need to actively engage in determining rigorous learning expectations for all students at all levels of education to ensure that every student is ready for college, career, or the military. State law places responsibility with the State Superintendent for the supervision of state content standards and the state's assessments aligned to the state's content standards. To this end, these content standards development protocols articulate the process for developing content standards that reflect appropriately challenging learning expectations. The Department has developed these protocols to articulate the governing rules for the development of State content standards.

To assure educational relevance, the NDDPI seeks to develop Content Standards that integrate the best elements of historical state education content standards and practices, standards documents developed nationally by professional education associations and other states, and other independent studies. The NDDPI seeks to periodically revise content standards as suggested by classroom and community experiences and expectations, and through the guidance of state and national education policymakers.

Local school districts are encouraged to use the state's content standards as guides in the development of local, customized curricula in the content areas. Standards-based education requires that a community agree upon what a worthwhile K-12 educational experience should look like in the classroom and what skills and abilities students should have upon leaving high school. This is what a standards-based education attempts to achieve.

In the following sections, the *North Dakota Content Standards Development Protocols* identify what the NDDPI, statewide review committee, and content standards development committee will follow regarding the staffing, design process, formatting, and content of all documents.

II. Process Protocols for Developing Content Standards

A. General Governing Authority

General governing authority for the supervision and management of the state's academic content standards and assessment system are specified in state law and supported further by various provisions of federal law. North Dakota Century Code (NDCC 15.1-02-04(3-4)) specifies that, among other duties, the State Superintendent of Public Instruction shall supervise the development of course content standards and supervise the assessment of students.

The Elementary and Secondary Education Act of 1965, as reauthorized under the title Every Student Succeeds Act, Section 1111(b)(1), specifies that each State shall demonstrate that it has adopted challenging Content Standards and challenging student Achievement Standards that will be used by the State, its local educational agencies, and its schools to carry out a valid and reliable education accountability system, that is applicable for all schools and children within the State. These Content Standards must include at least mathematics, English language arts and literacy, and science, which

include the same knowledge, skills, and levels of achievement expected of all children.

These content standards should be challenging and shall include the following information:

1. Specify what children are expected to know and be able to do
2. Contain coherent and rigorous content
3. Encourage the teaching of advanced skills

Under the terms of federal law, States may revise any standard adopted by the State. The control of any State's Content Standards development efforts resides entirely with the State.

B. Supervision and Management Control

Pursuant with state law, the State Superintendent shall direct the supervision of all aspects of the state's Content Standards development process.

The NDDPI will manage all Content Standards development activities, including the solicitation and selection of any required external professional consultants for the purposes of providing independent facilitation and research, the solicitation and appointment of content area standards development committee membership, the solicitation and appointment of content area standards review committee membership, the design and conduct of external research surveys, the sponsorship of statewide solicitation of public comments, and the control of all contracting to support the objectives of the various content area program efforts. The Department shall budget sufficient funds and time to ensure a comparable effort across all content areas.

C. Content Standards Development Committee

The State Superintendent, or an appointed designee from within the NDDPI, shall establish and maintain a statewide committee of representative content specialists to review, revise, or develop new Content Standards. These content specialists will constitute the Content Standards Development Committee (Development Committee). The Development Committee will be comprised of content specialists from schools PreK-12 and institutions of higher education. The committee will have an adequate statewide representation of North Dakota demographics. Committee members will be required to perform the following activities:

- Review the content and structure of the state's current Content Standards in the designated content areas for appropriateness
- Review select content standards from other states or content associations for possible preferable content and structure
- Examine and set design for the proper articulation, breadth of inclusion, depth of knowledge, structural design, presentation of sequence, and support documentation of content standards
- Draft new or amend existing content standards language
- Participate in discussions, analysis and drafting activities, and any votes required to resolve group decision making

- Prepare multiple drafts leading to a final draft, incorporating public comments, generated by draft documents to prepare final supported document;
- Participate in any special preparation activities required;
- Draft support instructional narrative and appendices, as required; and
- Document edits to current content standards.

Once complete, any committee recommendations for new or revised content standards will be submitted to the state superintendent for review and final approval.

D. Content Standards Review Committee

The State Superintendent, or an appointed designee from within the NDDPI, shall establish and maintain a statewide committee of representative education stakeholders in the following areas:

1. *Business, Industry and Labor*
Representatives of any non-governmental business, industry or labor interest, based in North Dakota, requiring or advancing the employment of a skilled work force.
2. *Community Leadership*
Any elected or appointed 1) public office holder, including members of the state's Legislative Assembly, local public school boards or city/county officials; or 2) designated representative of a North Dakota community or educational-based association.
3. *The General Public*
Any citizen of the state of North Dakota.

These representatives will constitute the Content Standards Review Committee (Review Committee), and whose duty will be to review and provide comments on provisional drafts of the North Dakota state Content Standards under development by content specialists who serve on the Content Standards Development Committee. The comments and suggestions from the Review Committee will be provided to the Development Committee for review and consideration.

E. Content Standards Development Sequence

The NDDPI will directly manage all elements of the development of the state's Content Standards, including content area determination, grade level configurations, project development cycles, professional development and statewide consultation, budget controls, recommendations for approval, and project supervision.

1. The Department will develop content standards in the subject areas listed below:
 - a. The Arts:
 - (1) Dance
 - (2) Drama
 - (3) Music
 - (4) Visual Arts

- b. Computer Science
- c. English language arts/literacy
- d. World/Foreign languages
- e. Health
- f. Library and Technology
- g. Mathematics
- h. Physical Education
- i. Science
- j. Social Studies/Sciences, minimally inclusive of the following areas:
 - (1) History
 - (2) Economics
 - (3) Government
 - (4) Civics
 - (5) Geography
 - (6) Culture
- k. Pre-kindergarten
- l. Other subjects as determined appropriate.

Whenever external, national standards writing projects representing specific content areas publish prospective national standards documents or guidelines, these documents will be reviewed by the NDDPI for possible placement before an appropriate state content standards development committee, along with other appropriate state- or research-based proposals, for possible adoption, amendment, or rejection. If a Development Committee were to recommend an external standards document for adoption, the document must be amended to meet certain format specifications, presented in Section III of these Protocols, and include the title design for the NDDPI, before it can ultimately receive the approval of the State Superintendent.

In the event that a standards development committee determines that current protocols are inappropriate or appear not to accommodate a particular content area, the NDDPI will entertain variances from the states established standards development protocols. The Department will review any recommendation, conduct an independent review, and make a final determination. The Department will draft a revised development plan.

After a standards document draft is received from a Development Committee, the Review Committee will review the document and prepare observations and recommendations from their perspective as education stakeholders. The Development Committee will consider the Review Committee recommendations, conduct an independent review, and make a final determination on the recommendations of the Review Committee. The State Superintendent will approve any final draft of a standards document.

2. *Grade-level Development.* The Department shall establish state-defined Content Standards for grades K- 12, inclusive, except in the case of the dedicated Pre-kindergarten content standards, which are unique, age-specific standards.
3. *Development Cycle.* The NDDPI shall establish an operational schedule for the revision of all selected content area standards, generally allowing for a five-to-seven

year review cycle. Consideration for an appropriate review cycle will be dependent on certain factors, including the time period since a content area's previous revision, the emergence of any national- or research-based guideline documents that may require particular attention, the availability of sufficient state or other funding, emerging statewide interest in reviewing existing content standards, or other unique circumstances that compel a need for review or revision.

All standards development projects will proceed through a three-phase development cycle, including activities related to draft preparation, approval and dissemination, and implementation and evaluation feedback.

- a. *Development and Draft Preparation.* Within the first phase of a content-specific standards development project, the following activities are conducted:
 - (1) Project is proposed
 - (2) Project director is appointed
 - (3) Standards Development Committee is selected via an "*Application for Selection of Content Specialist Committee Members*"
 - (4) Review Committee is selected via an "*Application for Selection of Review Committee Members*"
 - (5) Selected Development Committee members are contracted, convened and trained. Training will include an overview of the State's development protocols, expectations of committee members and an introduction to the structure, format, and content of State Content Standards.
 - (6) Initial drafts are written, reviewed, revised, and distributed to the Review Committee and stakeholder groups, including the public, for review and comment.
 - (7) Any subsequent drafts are revised and distributed to the Review Committee and stakeholder groups, including the public, for review and comment.
 - (8) Final draft is prepared by the Development Committee for approval by the state superintendent and placed for dissemination on the Department website.

- b. *Approval and Dissemination.* Within the approval and dissemination phase, the following activities are conducted:
 - (1) Superintendent approves the final standards document
 - (2) Content Standards document is posted on the Department's website for online dissemination, and public notice is forwarded to all school districts, libraries, universities, other education-related organizations, and the public
 - (3) Department offers technical assistance to school districts regarding the use of the standards document
 - (4) Local school districts begin the process of drafting local standards and curriculum that are aligned to the State standards document.

- c. *Implementation and Evaluation Feedback.* Within the implementation and evaluation feedback phase, the following activities are conducted:
 - (1) teachers and administrators use the standards document as the basis for standards-based curriculum development, instructional design, professional

- development, and evaluation;
- (2) Teachers and administrators incorporate the standards documents into their school improvement planning;
- (3) Teachers and administrators submit recommendations to the Department regarding improvements for future standards document drafting. Continual feedback on the effectiveness of the standards document will be ongoing through online reporting and training opportunities, regional and statewide education conferences, graduate programs, and long-term local curriculum mapping and development initiatives; and
- (4) NDDPI compiles submitted recommendations for the improvement of standards documents to prepare for the next generation of content standards development activities.

- 4. *Budget Resources.* The Department will fund all approved standards development activity.
- 5. *Recommendations for Approval.* The NDDPI will place all preliminary content standards drafts before the Review Committee to recommend any additional revisions regarding content standards document's format design, content, and supplementary documentation. The Development Committee will provide recommendations to the State Superintendent regarding the final acceptance of a standards document.
- 6. *Project Supervision.* The Department assumes full responsibility for the supervision and administration of all standards writing projects.

The NDDPI will monitor and manage the progress, focus, balance of effort, and budget of any Development Committee work.

F. Content Standards Development Committee Structure

The Department is responsible for the supervision of all standards projects.

- 1. *Project Director.* The State Superintendent will appoint a project director to *supervise the standards project's activities.*
- 2. *Content Specialist Consultant.* The NDDPI will contract with an external content specialist or consulting organization to assist the project director and Development Committee regarding content and formatting matters.
- 3. *Project Facilitation.* The NDDPI will contract with an external consultation organization to provide facilitation services throughout the revision project.
- 4. *Project Evaluator.* The NDDPI will contract with an independent external evaluator to review the content and formatting of the standards document to assure subject-matter competence and adherence to State protocols.

G. Content Standards Development Committee Membership

The NDDPI will solicit applications for content specialists to serve on the Development

Committee by posting a public announcement on the NDDPI website and issuing the public announcement to all school district administrators, the university system, and other education stakeholder associations. See the application template for the Development Committee membership application.

The NDDPI will apply the following principles to establish a subject Development Committee's membership.

1. *Size.* The size of Development Committees should be sufficient to ensure approximately 6-8 individuals per grade level, or at levels determined appropriate to meet unique needs.
2. *Balanced Representation.* General consideration will be given for a balanced representation of interests, including:
 - a. School size
 - b. Gender
 - c. Geographic representation
 - d. Public school/private school (K-12 and post-secondary)
 - e. Special education representation
 - f. Cultural diversity
 - g. Economic disadvantaged representation
 - h. English learner representation
 - i. Library/technology literacy
 - j. Higher education teacher preparation programs
 - k. Post-secondary content specialists
 - l. Non-educator, field content practitioner
3. *Contracts.* The Department will issue contracts to all members of a Development Committee. The project director will supervise the committee members. All committee members will be held accountable to the provisions of the contract and may be dismissed for failure to meet these provisions. The contract will specify the following:
 - a. *Project Responsibilities and Expectations.* All activities, professional development, expectations, time demands, the level of participation, and restrictions required of the Development Committee member;
 - b. *Expenses.* All expenses of Development Committee members incurred related to the work of the project, including substitute teacher costs, will be reimbursed at State rates;
 - c. *Professional Service Agreements.* Professional service agreements for Development Committee members will be provided at State rates;
 - a. *Project Accountability.* All attributes expected of a Development Committee throughout the process, including adherence to State protocols, respect for committee members and the writing process, and project director expectations.

H. Professional Consultation and Research

The NDDPI will contract with an external consulting organization to provide research support services throughout the content standards revision project. The NDDPI may provide special consideration to the state's appointed Regional Educational Laboratory or North Central Comprehensive Center, to ensure an integrated research-driven approach to the project's consultation consistent with the Department's school improvement efforts.

The contracted research consultant will provide three project services:

1. *Survey of Prospective Resources.* The contracted consultant will conduct a research survey of relevant, national content standards documents related to the content area, including national guidelines issued by content specialist organizations, research particularly directed to the content area, other states' content standards documents, or other relevant materials;
2. *Comparative Gap Analysis.* As an option, and at the discretion of the NDDPI, the contracted consultant will conduct a dedicated study comparison, or gap analysis, between the state's current Content Standards document and a primary prospective, external content standards document or guidelines, selected by the NDDPI. The gap analysis study generally will allow for a bi-directional analysis that first compares the state's current standards to the external document and then compares the external document to the state's current standards. A bi-directional analysis ensures an accounting for all standards. The gap analysis will compare and analyze the comprehensive breadth of coverage, the specific depth of knowledge, the perceived rigor, and unique considerations of each standard within each of the state's current standards and the prospective external standards document.

Following a preliminary content standards draft by the Development Committee, the Department will instruct the contracted research consultant to conduct an analysis of the comprehensiveness of the preliminary draft against the gap analysis, to identify any possible content drift or exclusions by the Development Committee.

The Development Committee shall consider the consultant's analysis of the preliminary draft for possible amendment or rejection. The Review Committee may be called upon to review the consultant's analysis and the Development Committee's response and prepare any independent comments to the Development Committee. The Development Committee may consider the Review Committee's comments for amendment or rejection. The NDDPI may provide its own independent analysis of the Development Committee's actions, with specific instructions regarding any necessary actions that might be required. In the event of any substantive differences, the Department of Public Instruction, representing the State Superintendent, may instruct the Development Committee to address certain identified deficiencies.

3. *Process Facilitation.* The contracted consultant will provide facilitation services during all content standards revision meetings. Facilitation will also include editing all document drafts to ensure independent content management.

I. Statewide Consultation

Posting and communication of preliminary drafts. The NDDPI will post all preliminary drafts of Content Standards documents prepared by the Development Committee. Any public posting will be placed on the NDDPI's official website, include all primary documents, clearly identified by draft version, and be accompanied with a public press release to be widely disseminated to all public notice outlets maintained by the Department. A separate notice of public comment will be forwarded to all public school superintendents, principals, special education units, and primary education stakeholder organizations statewide.

Public Comment. The NDDPI shall prepare a survey of public comment designed to capture a combination of quantitative and qualitative measures, including sufficient open narrative opportunities, which allow teachers, administrators, higher education staff, education association stakeholders, and the public to evaluate the overall quality of the preliminary drafts against specific criteria. Public comment periods should be of sufficient duration to allow for a deliberative process inclusive of a wide span of reviewers.

Following the completion of a designated review period, the NDDPI shall compile and post the preliminary drafts' survey results. The Department may continue to allow additional public comments following the release of the preliminary results to collect any additional late comments, which may be considered by the Development Committee. All results will be reviewed by the Development Committee for further consideration, acceptance, amendment, or rejection, and may result in another preliminary draft. The Review Committee may be asked to review all public comments and any subsequent preliminary and final drafts.

J. Approval and Dissemination

When a preliminary final draft is prepared by the Development Committee, following the drafting of a sufficient number of preliminary drafts and sufficient opportunities for the Review Committee and public comment, the Development Committee will request that the preliminary final draft be reviewed for final consideration by the Review Committee. If any minor matters of content or format require reconciliation, the NDDPI will convene a subcommittee of the Development Committee members to complete the final editing process.

The NDDPI will guide the contracted consultant in preparing a preliminary final, officially formatted version for review by the State Superintendent. The State Superintendent will review and either accept the draft version or request additional amendments to bring the draft into an acceptable final version. Following any required editing by the NDDPI staff, the State Superintendent will review the final draft for fidelity of purpose, content, and format, and proceed to issue an adoption of the state's new Content Standards for the content area.

III. Content Protocols for Content Standards

To achieve uniformity of content and format, the following items will be included in any

content standard developed.

State Content Standards

A. Title

All standards documents will be titled to align closely to the following model: North Dakota (Content Area Title) Content Standards. An example of a standards document would read: North Dakota English Language Arts and Literacy Content Standards.

If a content standards document is based, in large measure, on a selected national content framework or guidelines document, the resulting state content standards document will follow the following format: North Dakota (Content Area Title) Content Standards, based on the (National Document Title).

B. Authorship

The State Superintendent of the NDDPI authorizes all standards. As such, all standards will include notation as follows: North Dakota NDDPI; (State Superintendent's name), State Superintendent; Bismarck, North Dakota.

C. Revision Date

All standards should clearly list the latest revision date. The revision date will identify all subsequent writing revisions. Once a standards document is replaced with a newer revision, the older draft must be archived and all dissemination of the older draft must cease.

D. North Dakota Department of Public Instruction Logo

To further identify the authorship of a standard document, the logo of the North Dakota Department of Public Instruction will be placed on the cover of all standards documents.

E. Copyright Notification

All standards documents will include the following copyright notation:

Copyright (Year) by the North Dakota NDDPI, 600 East Boulevard Avenue, Bismarck, ND 58505-0440

Permission to reproduce this material is granted for home, classroom, and workshop use. For all other purposes, please request permission in writing from the North Dakota NDDPI.

This project was funded wholly or in part by (cite funding source here). Its contents do not necessarily reflect the views or policies of (cite funding source here), or any other agency of the U.S. Government.

No person shall, on the basis of race, sex, color, national origin, religion, age or handicapping condition, be excluded from participation in, be denied the benefits of, or

be subjected to discrimination under any program or activity receiving federal financial assistance.

If a state content standards document is based on a national content area organization's framework or guidelines document, the NDDPI will consult with the national organization to arrive at an agreeable copyright reference for the national document's title.

F. Identification of Project Staff

All standards documents will identify the project director, content specialist, project evaluator, and all contracted consultants. The standards document also will identify all Department staff that contributed in a substantial manner by name and title.

G. Publication Availability

All standards documents are available online at the North Dakota NDDPI website: <https://www.nd.gov/dpi/SchoolStaff/Standards/> .

H. Table of Contents

All standards documents will list a table of contents, which outlines in sufficient detail the contents of the document. All items listed below should be included within the document, unless content dictates otherwise and the Department approves its omission.

I. Foreword

All standards documents should contain a Foreword, prepared by the State Superintendent, which presents an overview of the document's purpose, supporting state initiatives, or other background information. A statement of purpose develops the policy initiatives that ground the rationale and goals presented within the standards document. Certain aims apply to all content area standard documents, including (1) specifying critical student knowledge and skills; (2) facilitating the selection of local curricula and instructional resources; and (3) advancing high-quality and equitable instruction for all students.

If a new standards document format or structure is introduced, the Foreword should overview the need and rationale for any changes that might be introduced. Effort should be made to underscore the evolutionary nature of standards and to evidence continuity between past practice and future use.

All standards documents should identify any national documents, other states' standards, relevant legislation or funding initiatives, or other studies referenced in the opening sections of the standards document that establish the vision and conceptual foundation for the standards.

J. Introduction

Each content standards document will include an Introduction, drafted by the Development Committee that overviews the committee's primary findings regarding the

development of the final content standards document. An Introduction will provide a summary of the design of the content standards document's format and content. It is permissible, within professional constraints, for the Development Committee to provide broader guidance on the use of the document as a basis for curriculum, professional development and overall school improvement.

K. Intended Audience

All standards documents serve a dedicated purpose and address a dedicated audience of educators. Reference should be made to the different types of readers who will be using the document. Identify the groups that the standards were designed most directly to inform, assist, or advise. These groups include (1) teachers in all K-12 subjects and in all grades or special settings, including higher education ; (2) school and district curriculum planners, designers, or writers; and (3) school administrators. The standards document should identify other secondary users who may reference the standards document to gain information on policy regarding curriculum and standards setting, e.g., school board members and the public.

L. Definitions

All standards documents should define a list of terms used throughout the document, which are technical in nature or carry important distinctions. If a term might be further clarified with an example, one should be supplied. Content area committees should keep technical or specialized terms to a minimum.

To the extent that any academic content standard document references achievement level expectations, all content standards documents shall reference the four academic achievement levels adopted by the NDDPI.

Achievement Standard. A description of what a student knows and can do to demonstrate a specific level of achievement on a content standard, across a band of standards, or within the content area as a whole. Descriptors for achievement are set at four levels and are defined as follows:

1. *Advanced Proficient.* Demonstrates exemplary understanding and exceeds expected grade level of performance.
2. *Proficient.* Demonstrates understanding and meets expected grade level of performance.
3. *Partially Proficient.* Demonstrates an emerging or developing grade level of understanding and performance.
4. *Novice.* Attempt made; however, lack of understanding and performance evident.

M. Content Standards Structure

All content standards documents should present each content standard, benchmark expectations, and proficiency descriptors.

Content Standards. Content standards should be composed in simple declarative statements. A content standard's level of specificity is variable based on the subject area; nevertheless, effort should be made to maintain a parity or balance among all subject areas. Accordingly, each standards document should have sufficient standards so that students and teachers can realistically meet the expectations required within a particular content area.

Subtopics. The selection of subtopics, as an organizational tool, should be determined by the content specialist and the Development Committee. The selection of subtopics should be based on research conducted on external documents, past state standards, and emerging methods of categorization.

Any selected subtopic categorization method should itemize and include all knowledge and skills to be taught. Since subtopic expectations will be a critical reference for any future assessment development, either standardized or formative, subtopic expectations should help facilitate integrated learning within and across grade levels.

Achievement Descriptor. Content Standards documents may include a general achievement descriptor to define expected student achievement at a standard, subtopic, or content area level.

Given the complexity and variability encountered in the writing process across the various content areas, the NDDPI may guide Development Committees by issuing unique drafting and editing guidelines for specific application in certain content areas.

N. Content Standards Format

A content standard may be drafted in the following format.

1. *Heading.* A standard is introduced by an overall heading that identifies the standard's number within the subject and a short descriptive title.
2. *Content Standards Description.* The standard is described succinctly in terms of students' expected knowledge or skill.
3. *Numbering.* Each standard and benchmark (if applicable) expectation will conform to a prescribed numbering system that is explained at the beginning of the standards document. The following are examples of a potential numbering system:
 - a. *Standard.* A standard may be identified uniquely by a prescribed two-digit nomenclature (e.g., "8.8"). The first digit refers to the grade level (e.g., *grade 8*). The second digit refers to the standard's listing within the subject (e.g., *the eighth standard*).
 - b. *Subtopic.* A subtopic may be identified uniquely by a prescribed three-digit nomenclature (e.g., "8.8.2"). The first digit refers to the grade level (e.g., *grade 8*). The second digit refers to the standard's listing within the subject (e.g., *the eighth standard*). The third digit refers to a statement listing within the standard (e.g., *the second statement within the eighth standard*).

Given the wide variety of numbering systems used across various states' and content organizations' documents, including North Dakota's historical documents, the Development Committee will recommend an appropriate numbering system for adoption. The Review Committee may review any recommendation and either support or recommend an amendment to the proposed system. The NDDPI will review any recommendations and issue a final determination regarding the numbering system to be employed.

4. *Significant Disabilities Modifications.* All students are to be taught to the State's challenging standards. In the course of instruction and assessment, it may be appropriate to modify content standard expectations for students with significant disabilities. Modification is not a proper activity for students without significant disabilities. Teachers, other support staff, and parents may design unique standard expectation modifications that would be beneficial for students with significant disabilities. Any such modifications and other appropriate accommodations must be referenced within the student's individual education plan. Any North Dakota Alternate Assessments for students with significant disabilities will accommodate these modifications as an element of the student's standards-based State Assessment.

As a matter of policy, no Development Committee may develop or include modified standards expectations within a state content standards document, without prior discussions of the effects of any such modifications with the NDDPI. As a general rule, modification of any standards expectations is the proper role of a local individual education plan committee only.

Each State content standards document shall include a section that outlines the responsibilities of local IEP teams in modifying standards expectations for students with significant disabilities. This section should specifically restrict any modifications to only students with significant disabilities, develop the reasons for modifying standards expectations, and direct local IEP teams to proper supports for drafting modifications.

O. Standards Summary

Content standards documents may present a summary of all standards and appropriate subtopic statements following the presentation of all content standards. This summary will allow readers to view a comprehensive list of all standards. Standards documents will present the standards by grade level first then present a summary of standards by any adopted thematic categorization method to allow for a comprehensive overview of subtopics across the content standards document.

P. Equity

All standards documents should indicate, either within the standards document or through a supplemental guidebook, ways the standards address race/ethnicity, gender equity, English Learner status, migrant status, economic disadvantage, inclusiveness, students with disabilities, and attentiveness to bias conditions within the curriculum.

Q. Features

Standards documents may include limited commentary regarding the interpretation of certain standards an introduction to certain instructional strategies, including (1) technology; (2) vignettes; (3) models or examples of instructional practice; (4) examples of achievement standards and assessment tasks; (5) activities and/or instructional practices; (6) diagrams, graphics, photographs. Content area committees should exercise caution in limiting commentary to enhance an understanding of the standards without intruding into curriculum design activities, which lie within the proper domain of local school districts.

IV. Accommodating Variances Across Content Standards Documents

The NDDPI seeks to provide for a uniform manner of adopting academic content standards across all content areas. Providing such uniformity ensures that all content areas will be respected for their value within the wider curriculum and enhances the prospects of supporting an integrated curricular structure for local school district adoption statewide.

No single method may ever allow for the unique challenges inherent within each content area. These content standards development protocols allow for and encourage an appropriate level of individualization among the content areas to enhance an authentic expression of a content area's domain. The collaboration of Development Committees, the Review Committee, and the NDDPI, in addition to the contributions of public comments, support a dialogue that will produce the best Content Standards for our educators and students. To enhance the authenticity of each content standards writing process, the NDDPI adopts a spirit of accommodating variances where appropriate and allowing these protocols to evolve to meet the needs of our state's educators and the public to develop the best content standards documents possible.