Standards Crosswalk
Common Core & Educational Technology

In 2011, Goal Three of the Washington Basic Education Act was updated to include educational technology as a foundational component of student thinking skills. The legislation called for opportunities to develop these important aptitudes: "the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills to…think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences knowledge to form reasoned judgments and solve problems." (5392-S.SL) With the adoption of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics, there is a new and dynamic opportunity to align these learning goals with Washington's revised view of critical thinking as an essential element of student achievement.

Purpose
This crosswalk documents the alignment between representative learning goals from Washington's Educational Technology Standards and the Common Core State Standards for ELA. Although teachers can integrate hardware and software into their practice as students work to meet the CCSS standards for ELA and Mathematics, the primary purpose of the educational technology standards is to support student thinking skills. Therefore, we did not include examples where technology might support student practice, such as reinforcing phonics skills.

Alignment
We used three criteria to align the sets of standards. First, the standards had to occur at the same grade level. Secondly, we examined standards for similar content. Finally, we looked for a match in cognitive demand between the CCSS standard and the educational technology standard. With this deep alignment, teachers will know that when students can demonstrate mastery of one standard (educational technology or CCSS), they can also meet the other.

The example below illustrates these alignment criteria.
- Both standards occur at the Kindergarten (K) grade level.
- Each standard includes similar content, such as the larger goal of *collaboration*, and grade level expectations to use digital/technology tools and convey ideas/publish.
- The standard for educational technology and the Common Core State Standard expect the same degree of cognitive effort on the part of the student: *use a digital tool to publish ideas*.

Educational Technology (K – 2)	Common Core State Standards (K)
GLE 1.2.1 Communicate and collaborate to learn with others. • Participate in online projects as a class. • Work with others using technology tools to convey ideas or illustrate simple concepts.	**Writing: Production and Distribution of Writing** 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Organization
The standards are grouped by grade span (K – 2, 3 – 5, 6 – 8, and 9 – 12) and then arranged in a table. Washington Educational Technology standards appear on the left and list both the Grade Level Expectation (GLE) and the relevant Evidences of Learning. On the righthand side of the table are the Common Core State Standards, including the Career and College Readiness Anchor Standards, and the individual learning standards listed by grade and content area.

WA Educational Technology Standards	Common Core State Standards	
GLE 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. _Grade Level Expectation_	**Writing: Production and Distribution of Writing** 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **Speaking and Listening: Presentation of Knowledge and Ide** 5. Make strategic use of digital media and visual displays of da enhance understanding of presentations. _College and Career Readiness Anchor Standards_	
• Organize ideas and produce digital products with assistance. _Evidences of Learning_	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	SL.1.5	Add drawings or other visual displays to descriptions wh thoughts and feelings.
	W.2.6	With guidance and support from adults, use a variety of d writing, including in collaboration with peers. _Standard_
	SL.2.5	Create audio recordings of stories or poems; add drawing or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- W = Writing
- SL = Speaking and Listening
- RL = Reading (Literature)
- RI = Reading (Informational Text)
- RH = Reading (History)
- WHST = Writing (History, Science, Technical Subjects)

Adapt & Align
This crosswalk represents one of many ways districts can look for connections between standards for educational technology and the CCSS. Based on instructional materials, district-developed assessments, and accessibility to technology, individual districts might need to adapt this crosswalk to support ongoing work.

Note: alignment with the CCSS occurs in only seven (out of 15) of the educational technology standards and, in the Common Core ELA, we can align only 10 (out of 36 for K-5, 30 for 6-12) to the state's educational technology standards. Clearly, one set of standards is not a replacement for the other. Districts should provide opportunities for students to meet the standards in all areas of educational technology.

If you have questions or feedback about this document, please contact edtechcba@k12.wa.us or call 360.725.4468.

WA Educational Technology Standards	Common Core State Standards	
GLE 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.	**Reading: Integration of Knowledge and Ideas** 6. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **Speaking and Listening: Presentation of Knowledge and Ideas** 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
▪ Create products using a combination of text, images, sound, music, and video. ▪ Generate creative solutions and present ideas.	RH.6.7, RH.7.7 & RH.8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
GLE 1.2.1 Communicate and collaborate to learn with others.	**Writing: Production and Distribution of Writing** 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
▪ Interact and collaborate with others using a variety of digital tools. ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	W.6.6	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.
	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
	WHST.6.6, WHST.7.6 & WHST.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WA Educational Technology Standards	Common Core State Standards	
GLE 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.	**Writing: 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.	
▪ Select appropriate databases and digital resources to organize a project or solve a problem.	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GLE 1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results.	**Reading: Integration of Knowledge and Ideas** 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **Writing: 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. 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. **Writing: Research to Build and Present Knowledge** 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.	
▪ Combine information from separate sources to produce, support, and counter arguments.	RI.6.7	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.
▪ Assess the credibility, validity, and potential bias of online resources.	W.6.1, W.7.1 & W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
▪ Understand the issues involved in copyrighted materials.	W.6.2, W.7.2 & W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
▪ Cite sources using bibliography tools.	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility

WA Educational Technology Standards	Common Core State Standards	
▪ Select relevant sources for a particular purpose or audience.		of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	W.7.8 & W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GLE 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.	**Writing: Production and Distribution of Writing** 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
▪ Explore alternative concepts and receive feedback from multiple audiences.	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
▪ Evaluate different solutions to problems.	W.7.5 & W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.