



## Changes made to the *HELDS* following the focus groups

**Several different types of changes were made to the *HELDS* based on feedback from the focus groups. The following is a summary of the type of changes that occurred:**

- Verbiage and language were changed so they were consistent throughout all of the standards (across age groups and within age groups, but across domains).
- Typos were corrected.
- In the last age group, “60 Months” was changed to “Kindergarten Entry” to account for 5-year-old preschoolers.

### **Some things were not changed:**

If there was evidence from other sources that this was a normal developmental milestone for a particular age, it was not changed. However, to provide clarity, a series of FAQs were developed to address them:

Skills too advanced for the beginning of an age span → FAQs explain that the age groups are a continuum and that most children should be able to demonstrate a mastery of the skill by the **end** of the age range.

More examples of each skill to be added → FAQs state that in the interest of space and the availability of other resources to address this concern, examples were only added if the terminology of the standard was unfamiliar.

Define “Ethical Use of Technology” → FAQs define the term according to HIDOE’s General Learner Outcomes’ definition that technology refers to all materials used in school, such as books, computers, TVs, DVDs, crayons, pencils, scissors, and glue.

Define “one-to-one correspondence” → FAQs define the term as the ability to match each member of one set to the member of an equal set.

How will the *HELDS* be used with children with developmental delays or are English Language Learners? → FAQs explain that all children develop uniquely, however there is a predictable sequence of milestones in which most children develop skills or competencies.

How do the *HELDS* address cultural diversity? → FAQs explain that implementing the *HELDS* within a culturally sensitive context will be developed as an implementation guide.

Why is the word “emerging” used in the continuum? → FAQs explain that emerging means the child should not be expected to demonstrate an observable skill within a particular strand or topic.

Why is the term science “Earth’s Place in the Universe” used as a topic rather than “Earth Science?” → FAQs explain that language is consistent and aligns with that used in the National Academy of Science’s K-12 Science Education Framework.