



# CASE NETWORK USER MANUAL

## CREATING FRAMEWORKS

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# CASE Network User Manual

## Creating Frameworks

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# Introduction to CASE Network

IMS Global's [CASE<sup>®</sup> Network](#) was built using the OpenSALT online application. OpenSALT was developed in 2016 by Public Consulting Group. The CASE Network builds on existing code, interface, features, and interactions of OpenSALT. There may be references to OpenSALT in this document—and the associated videos—but the main focus of both assets is the creation of standards frameworks for CASE Network.

This document will also refer to “state standards,” but please be assured that CASE Network is for standards of any kind, at any stage of a lifelong learning journey. This document may also include screenshots in which the content does not exactly match the state of CASE Network you may be viewing.

Note: In order to create and edit frameworks in CASE Network, you will need to obtain login credentials from IMS. These credentials will establish your role which specifies your level of editing rights when logged into CASE Network.

Please check to see whether your organization is a member of IMS Global at <https://site.imsglobal.org/membership/members>.

If your organization is a member, please create a login at <https://site.imsglobal.org/user/register>.

If your organization is not a member, please join IMS. Membership levels and corresponding benefits are available here: <https://www.imsglobal.org/imsmembership.html>. CASE Network Participation is a limited-use involvement at IMS which includes CASE Network access and is available here: <https://www.imsglobal.org/join/casenetwork>.

# Before Creating a Framework

Before you create a framework in CASE Network, you should first analyze the source material you are using (such as the original standards documentation, a version of standards in a spreadsheet, or other digitized formats) to understand how a state has organized its standards. Things to be aware of include:

- The coding system used by a state (which will translate to human codes in your CASE framework)
- The way standards are organized into a hierarchy which will define relationships within a framework (such as parent-child relationships)
- How items in that hierarchy are assigned to different categories (Strands, Standards, Components, etc.) which will translate to metadata assigned to the framework

You should also review licensing rules associated with the original standards document you are encoding into CASE Network. Check with the owner of the original standards documentation to determine licensing rules associated with publishing a framework.

You should also look at how frameworks on similar subjects are structured in existing CASE Network frameworks. For example, most frameworks in CASE Network are organized by grade level, even in situations where the original documentation might group multiple grades into a table. Also, in situations where a state does not specify metadata for items in a hierarchy (such as Strand or Cluster), you can use metadata from similar frameworks to determine how to assign metadata to CASE items.

In general, your guiding principles should be:

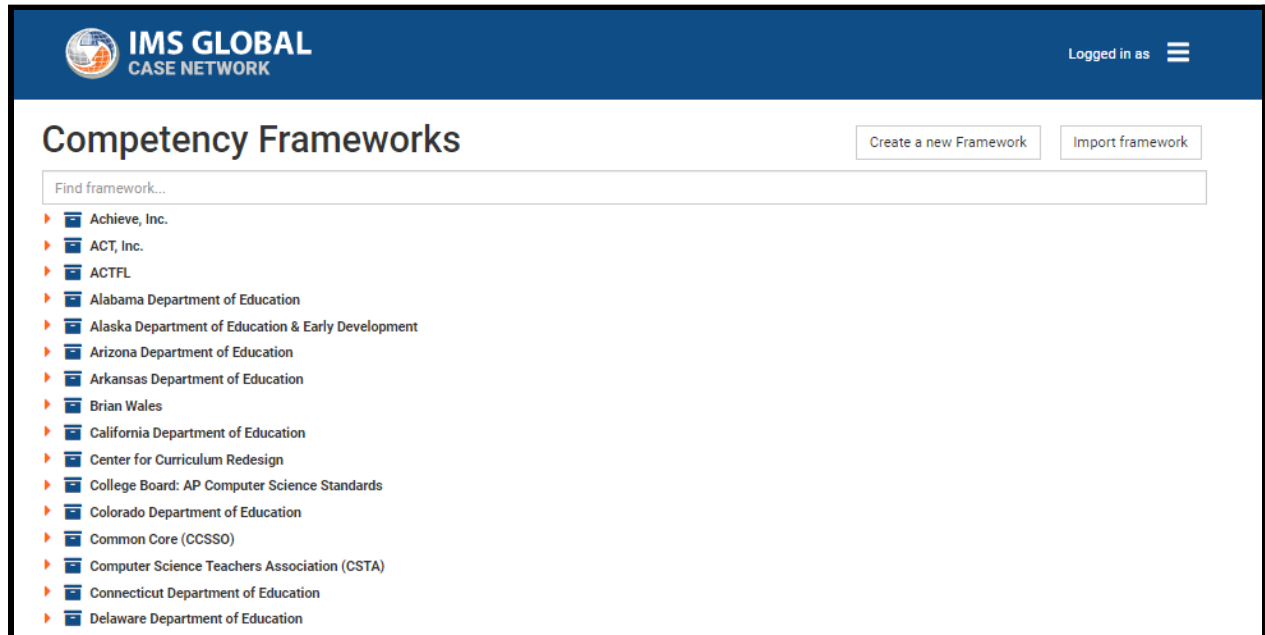
- Fidelity to the original state documentation
- Consistency across CASE Network frameworks

## Readiness/Pre-flight Checklist

	I have obtained a login to CASE Network.
	I have the rights to encode the original source material into CASE Network.
	<p>I have reviewed the original source material and understand:</p> <ul style="list-style-type: none"><li>• How the original standards are organized into a hierarchy,</li><li>• The coding scheme used to identify elements in a framework,</li><li>• The types of data associated with elements in a framework (strand, cluster, standard, etc.).</li></ul>
	I have reviewed frameworks on similar subjects in CASE Network to see how similar frameworks are organized.
	I have a plan for organizing my new framework in CASE Network.

# Creating a CASE Framework from Scratch



To create a framework in CASE Network, you should first login to get to this screen:



Note: You can obtain login credentials for CASE Network from IMS Global. If you don't see either of the two buttons in the upper right (Create a New Framework or Import Framework) reach out to [casenetwork@imglobal.org](mailto:casenetwork@imglobal.org).)

To create a new framework, click on the Create a New Framework to display this screen:

## Create New Framework Package

*Title	<input type="text"/>
*Creator	<input type="text"/>
*UUID Generation Method	UUID Version 1 (Time based) ▼
Official URI	<input type="text"/>
Publisher	<input type="text"/>
URL Name	<input type="text"/>
*Owned by	My Organization ▼
Version	<input type="text"/>
Description	<input type="text"/>
Subjects	Select Subjects
Language	▼
Adoption status	Private Draft ▼
Status start	mm/dd/yyyy 
Status end	mm/dd/yyyy 
Note	<input type="text"/>
License	Select License ▼

This screen allows you to specify metadata for the framework as a whole. Mandatory fields when creating a framework include:

<i>Title</i>	The name of your framework. This should be consistent with how frameworks are named within a state or other entity. For example, all frameworks for Michigan's academic standards are consistently named "Michigan's K-12 Standards [Subject]."
<i>Creator</i>	This is the entity publishing the framework, such as a state's education department. Note that the creator field specifies how frameworks are organized in the CASE Network hierarchy. For example, all frameworks assigned the creator "Michigan Department of Education" will appear in the same drop-down list below the Michigan Department of Education in the CASE Network hierarchy.
<i>UUID Generation Method</i>	NA (leave as is)

Owned By	<p><i>Owned By:</i> Users have the option to select from the following choices to specify the Organization that created the framework:</p> <ul style="list-style-type: none"> <li>• <i>Me</i> - Private Framework created by an individual user.</li> <li>• <i>My Organization</i> – Should default to the name of the organization using the account (that is, tied to your IMS membership).</li> <li>• <i>Other Organization named in the drop-down (if applicable).</i></li> </ul>
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Note: If you choose My Organization, reach out to [casenetwork@imsglobal.org](mailto:casenetwork@imsglobal.org) so that you can be the administrator of the account in order for your colleagues/co-authors to have access.

It is also recommended that you supply information for the following optional fields:

- Subjects
- Language
- Adoption Status (select “Private Draft” for frameworks that are works-in-progress)

A complete description of all fields that can be specified in the Create Framework screen appears on the following pages.



<i>Title</i>	<p>The title, as it appears on the cover of the Official Source artifact, although it may be a title created by the Publisher.</p> <p>This is a mandatory field.</p>
<i>Creator</i>	<p>The entity that authorized or created the competency framework. It could be an education agency, higher education institution, professional body. It is the owner of the competency framework (e.g CCSSO, TEA, NGSS).</p> <p>This is a mandatory field for and will act as an Organization Folder on the CASE Network homepage.</p>
<i>Official URI</i>	<p>The URL of the artifact adopted by the Standard Setting Entity. Often this document is published in HTML and/or as PDF and is used by the standard-setting entity as part of its approval process. Since it is not the intent of this specification to fully reproduce the human-facing content and formatting of the source document, it is recommended that this document be transmitted as part of the competency framework package.</p> <p>This is an optional field, though best practices indicate it should be filled in.</p>
<i>Publisher</i>	<p>The entity that loads and publishes the Framework. Note that in many cases, the Standard Setting Entity may lack technical capabilities to publish the Competency Framework in a standard format so a third party may be displayed.</p> <p>This is an optional field, though best practices indicate it should be filled in.</p>
<i>URL Name</i>	<p>This field allows users to enter a user-friendly URL name. example: <a href="https://salt-staging.edplancms.com/cftree/doc/CSSS">https://salt-staging.edplancms.com/cftree/doc/CSSS</a> vs <a href="https://salt-staging.edplancms.com/cftree/doc/45">https://salt-staging.edplancms.com/cftree/doc/45</a></p> <p>This is an optional field.</p>
<i>Owned By</i>	<p><i>Owned By:</i> Users will have the option to select from a few choices to indicate the Organization that created the Framework in CASE Network.</p> <ul style="list-style-type: none"> <li>• <i>Me</i> - Private Framework created by an individual user</li> <li>• <i>My Organization</i> - Default to the user's organization</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Other Organization (Named in the Dropdown)</i> - This functionality may only be available to administrators of CASE Network.</li> </ul> <p>This is a mandatory field.</p>
Version	<p>This is used to separate any version information expressed by the Official Source artifact. Once a CF Pkg has been approved and published, any changes to a CF Item will constitute a new version of the CF Doc.</p> <p>This is an optional field. If best practices are not followed, this field may be blank.</p>
Description	<p>The description is typically created by the Publisher as a standard description of the Competency Framework.</p> <p>This is an optional field. If best practices are not followed, this field may be blank.</p>
Subjects	<p>This is a string expressing the general subject area of the Competency Framework (e.g. Mathematics).</p> <p>This is an optional field. If best practices are not followed, this field may be blank.</p>
Language	<p>CASE Network assumes English if no other language value is entered.</p> <p>This is an optional field, though best practice indicates the field should be filled in.</p>
Adoption Status	<p>CASE Network offers five status options for a framework's current status: Draft, Private Draft, Adopted, or Deprecated.</p> <p>This is an optional field. If best practices are not followed, this field may be blank.</p> <ul style="list-style-type: none"> <li>• Private Draft: IMS designates materials, i.e., academic standards, frameworks, and other documentation, in CASE Network as "Private Draft" when the materials have been published and assigned to the appropriate organization, but the verification process by IMS staff has not been completed. These standards are not yet accessible to the public and are used by standards authors that are using CASE Network for authoring and distribution of official standards. Able to be viewed and edited by Editors and Admin in the owning organization</li> <li>• Verified: IMS Global designates official materials that it publishes on behalf of our community as "verified" when the materials have been assigned to</li> </ul>


	<p>the appropriate organization and the review and verification by IMS Global staff. When mirroring is in place, an official framework in CASE Network is marked “Verified” when the mirrored service confirms the framework’s readiness for visibility within CASE Network.</p> <ul style="list-style-type: none"> <li>• Official: A standards organization, such as a State Education Agency, can designate its own organization’s materials as “official” after the materials have been issued, reviewed, and verified by the organization's staff and/or approving body. When an agency, such as the Georgia Department of Education, uses its own CASE service to publish its standards as “Adopted” (see below), CASE Network can mirror those standards into CASE Network as “official.”</li> <li>• Deprecated. This status or designation is used on frameworks that are no longer current, but standards authors maintain the CASE frameworks to allow crosswalks or associations between older and new frameworks.</li> <li>• Retired: IMS Global or Issuer designates materials as “retired” when the verified materials are no longer the most current version of the official materials of the standards organization.</li> </ul>
<i>Status Start Date</i>	<p>The date that the CF Doc status started.</p> <p>This is an optional field.</p>
<i>Status End Date</i>	<p>This date is often only known when a new status is started.</p> <p>This is an optional field.</p>
<i>Note</i>	<p>Notes or comments generated by the Framework Publisher about the context of the Framework.</p> <p>This is an optional field.</p>



Note: You can begin by assigning required metadata and return later to add additional information defining the framework. For example, here is a version of the Create Framework screen with necessary metadata assigned to begin creating a new physical education framework for the state of Virginia:

## Create New Framework Package

*Title	Virginia - Physical Education Standards of Learning	
*Creator	Virginia Department of Education	
*UUID Generation Method	UUID Version 1 (Time based) ▼	
Official URI		
Publisher		
URL Name		
*Owned by	My Organization ▼	
Version		
Description		
Subjects	× Physical Education	×
Language	▼	
Adoption status	Private Draft ▼	
Status start	mm/dd/yyyy	📅
Status end	mm/dd/yyyy	📅
Note		
License	Select License ▼	

Once appropriate metadata has been assigned, click on the Create button to get to this screen:

**IMS GLOBAL**  
CASE NETWORK

Logged in as  

**Virginia - Physical Education Standards of Learning**

Tree ViewAssociation ViewLog View


Private Draft

Browse, edit, reorder, and create new items here.


Change Document

☐ Enable drag-and-drop reordering

☐ Search...

 Virginia - Physical Education Standards of Learning

Item DetailsCopy ItemsCreate Associations

 Virginia - Physical Education Standards of Learning

Identifier: 1e55e26a-5746-11eb-9fe4-0242c0a89003

Creator: Virginia Department of Education

Adoption Status: Private Draft

ExportEditManage Association GroupsManage Access

Add New Child ItemImport ChildrenUpdate FrameworkCopy Framework

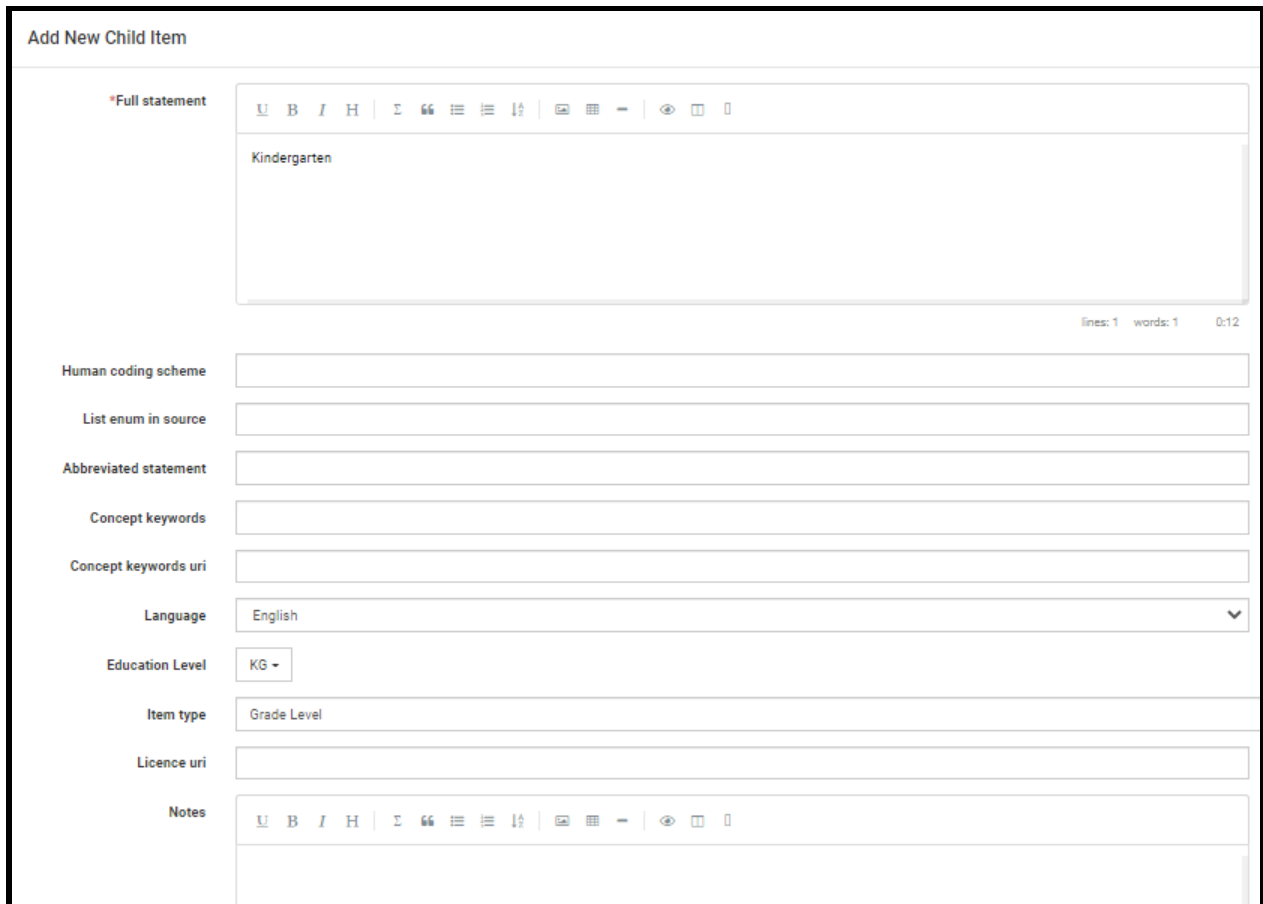
Delete Framework

This screen shows an “empty” framework you can populate with standards information.

# Adding Items to a Framework

Frameworks are organized in a hierarchy of parent items containing child items. In a multi-level hierarchy typical of standards frameworks, an item can be both a child of items above it in the hierarchy and a parent of items below.

To add your first item to the framework, click on the Add New Child Item button on the right. This will display the following screen:



The screenshot shows a web form titled "Add New Child Item". It contains several input fields and a text editor. The "Full statement" field is a rich text editor with a toolbar and contains the text "Kindergarten". Below it are fields for "Human coding scheme", "List enum in source", "Abbreviated statement", "Concept keywords", and "Concept keywords uri". The "Language" field is a dropdown menu set to "English". The "Education Level" field is a dropdown menu set to "KG". The "Item type" field is a dropdown menu set to "Grade Level". The "Licence uri" field is an empty text box. At the bottom is a "Notes" field, also a rich text editor. The form is styled with a light gray background and white input fields.

In this example, we are adding a grade level to the framework hierarchy. Data and metadata assigned to this item include:

- Full Statement: The content of the item
- Language: The language for the item (English)
- Education Level: The grade level for the item (KG for Kindergarten)
- Item Data: The category of data represented by the item (Grade Level)

Note that Item Data is where you assign important information such as that an item represents a Grade Level, Strand, Domain, Cluster, or Standard.

A full description of data and metadata that can be assigned to an item from the [CASE 1.0 Specification](#) documentation appears below. Keep in mind that many items on this screen are optional.

FullStatement	<p>The text of the statement. The textual content that either describes a specific competency or describes a less granular group of competencies within the taxonomy of the standards document.</p> <p>This is a mandatory field.</p>
HumanCodingScheme	<p>A human-referenceable code designated by the publisher to identify the item among learning standard items.</p> <p>This is an optional field.</p>
ListEnumeration	<p>A set of one or more alphanumeric characters and/or symbols denoting the positioning of the statement being described in a sequential listing of statements.</p> <p>This is an optional field.</p>
AbbreviatedStatement	<p>An abbreviated version of the Full Statement.</p> <p>This is an optional field and may be blank.</p>
ConceptKeywords	<p>The significant topicality of the CFItem using free-text keywords and phrases.</p> <p>This is an optional field and may be blank.</p>
Language	<p>CASE Network assumes English if no other language value is entered.</p> <p>This is an optional field. If best practices are not followed, this field may be blank.</p>
EducationLevel	<p>The education level, grade level, or primary instructional level at which a CFItem is intended. The current US K12 defined vocabulary is to use CEDS <a href="https://ceds.ed.gov/cedselementdetailCF.aspx?termid=8267">https://ceds.ed.gov/cedselementdetailCF.aspx?termid=8267</a>.</p> <p>This is an optional field and may be blank.</p>
ItemType	<p>The textual label identifying the class of the statement as designated by the promulgating body, e.g., "Standard," "Benchmark," "Strand," or "Topic." or "Level 1, Level 2,..."</p> <p>This is an optional field and may be blank.</p>
License uri	<p>A link to a legal document controlling permission to do something with the CFItem.</p> <p>This is an optional field and may be blank.</p>

Notes	<p>In some cases, this can be used to contain additional information found in the original source document.</p> <p>This is an optional field and may be blank.</p>
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Once you click on the Create button, the item is added to the framework hierarchy:

The screenshot shows the IMS GLOBAL CASE NETWORK interface. The main header is blue with the IMS GLOBAL CASE NETWORK logo and a 'Logged in as' status. Below the header, there's an orange banner for 'Virginia - Physical Education Standards of Learning'. To the right of the banner are buttons for 'Tree View', 'Association View', and 'Log View', and a 'Private Draft' button. On the left, there's a search bar and a list of items, with 'Kindergarten' selected. On the right, the 'Item Details' for 'Kindergarten' are shown, including the full statement, identifier, education level, and type. At the bottom of the details panel are buttons for 'Edit', 'Delete', 'Make This Item a Parent', and 'Add an Exemplar'.

Notice that the metadata assigned to this item (such as Education Level and Item Type) appear on the right side of the screen when an item is selected along with a set of buttons that allows you to Edit or Delete the item or make the item a parent in the CASE framework hierarchy.

In this example, the new Kindergarten framework item (which will include all content related to Virginia's Physical Education standards for Kindergarten) needs to be made a Parent before new items can be added below it in the framework hierarchy.

Click on the item you want to make a parent, then click on the Make This Item a Parent button. Once you do, a new button appears labeled Add New Child Item. Click on that button to create a new item that will be a child of the parent item. For example, if we want to add a new item under Kindergarten in the Virginia Physical Education framework, click on Make This Item a Parent then click on the Add New Child Item button to display this screen:



Add New Child Item

Full statement

Motor Skill Development

lines: 1 words: 3 0.23

Human coding scheme

List enum in source

Abbreviated statement

Concept keywords

Concept keywords uri

LanguageEnglish

Education LevelKG

Item typeStrand

Cancel Create

Notice that this is the exact same screen used to create the previous Kindergarten item, illustrating that creating a framework is just a repeating process of assigning existing items a parent status and adding new items (with appropriate data and metadata) to the framework. For example, the screen above shows that we are adding a new Strand to the Kindergarten part of the Virginia Physical Education framework. By specifying the data shown above and clicking Create, our framework now looks like this:

IMS GLOBAL

CASE NETWORK

Logged in as

Virginia - Physical Education Standards of Learning

Tree View

Association View

Log View

Private Draft

Browse, edit, reorder, and create new items here.

Change Document

☐ Enable drag-and-drop reordering

Search...

▼

Virginia - Physical Education Standards of Learning

▼

Kindergarten

▼

Motor Skill Development

Item Details

Copy Items

Create Associations

Kindergarten

Full Statement:

Kindergarten

Identifier:

6713c59c-5748-11eb-95fe-0242c0a89003

Education Level:

KG

Type:

Grade Level

More Info

Edit

Delete

Add a New Child Item

Add an Exemplar

You can continue to add standards into that strand following the exact same steps illustrated above.

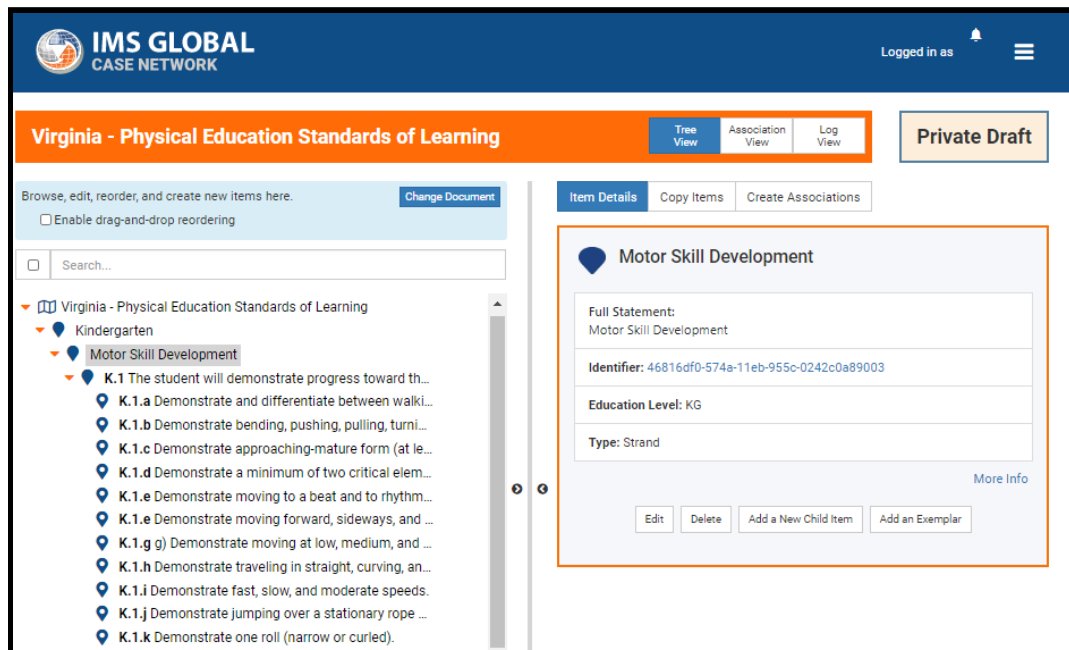
# Editing a Framework

You have already learned one way to modify a framework, by adding items and specifying where they fall in the hierarchy using the Make This Item a Parent and Add New Child Item Item options.

You can also edit any item in a framework by either selecting the item and clicking on the Edit button on the right, or double-clicking on the item to be edited in the hierarchy on the left.

If you double click (or select and click the Edit button) on the top item in the hierarchy (in this example, the Virginia – Physical Education Standards of Learning item) this will display the dialog box shown on page 4 that allows you to add or modify metadata associated with the framework as a whole. If you choose to edit any other item in the hierarchy, this will display options to edit data and metadata associated with that item.

The features described so far were used to add standards to the Virginia Physical Education framework as shown below:



Compare this with the original standards documentation used as source material for the framework:

## Kindergarten

Participating in a variety of movement experiences to develop fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, students begin to learn key movement concepts that help them perform in a variety of educational games, dances, and gymnastics. They learn how their bodies react to vigorous physical activity. Students learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education help them develop a positive attitude for leading a healthy, active lifestyle.

### Motor Skill Development

- K.1 The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.
- Demonstrate and differentiate between walking, running, hopping, galloping, and jumping.
  - Demonstrate bending, pushing, pulling, turning, and balancing on one foot.
  - Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand.
  - Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking.
  - Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns.
  - Demonstrate moving forward, sideways, and in side-to-side directions.
  - Demonstrate moving at low, medium, and high levels.
  - Demonstrate traveling in straight, curving, and zigzagging pathways.
  - Demonstrate fast, slow, and moderate speeds.
  - Demonstrate jumping over a stationary rope and a self-turn single jump.
  - Demonstrate one roll (narrow or curled).

### Anatomical Basis of Movement

- K.2 The student will identify basic structures of the body and basic spatial awareness concepts.
- Explain that the body has muscles and bones that help the body move.

If you look at the framework and the original source, notice how the following editorial decisions were implemented:

- A hierarchy was created based on:
  - Name of the framework ("Virginia – Physical Education Standards of Learning")
  - Grade level ("Kindergarten")
  - Strand ("Motor Skill Development")
  - Standard level 1 (K.1 "The student will demonstrate...")
  - Standard level 2 (K.1.a "Demonstrate and differentiate...")
- The general description of the grade level that appears in the documentation was added to the Notes field of the Grade Level item (in this case, Kindergarten).
- In this particular case, an editorial decision was made to treat everything below the strand level as a standard. In other frameworks, you might assign different metadata to items in between a strand and standard (such as clusters used in many ELA and math frameworks)
- While the documentation just lists level 2 standards by letter (a, b, c, etc.), for this framework that letter was appended to the number associated with the level 1 standard (K.1) to create unique human codes for each standard item (K.s, K.1.a, K.1.b, etc.)

- Appropriate metadata was assigned to each item in the framework. For example, the Kindergarten item and every child item below it were assigned an Education Level of “KG” (Kindergarten) and language of “English.” The grade level item (Kindergarten) was assigned an Item Type of “Grade Level,” the next level down (“Motor Skills Development”) was assigned Item Type of “Strand,” and everything below a strand was assigned Item Type of “Standard.”

# Copying Items

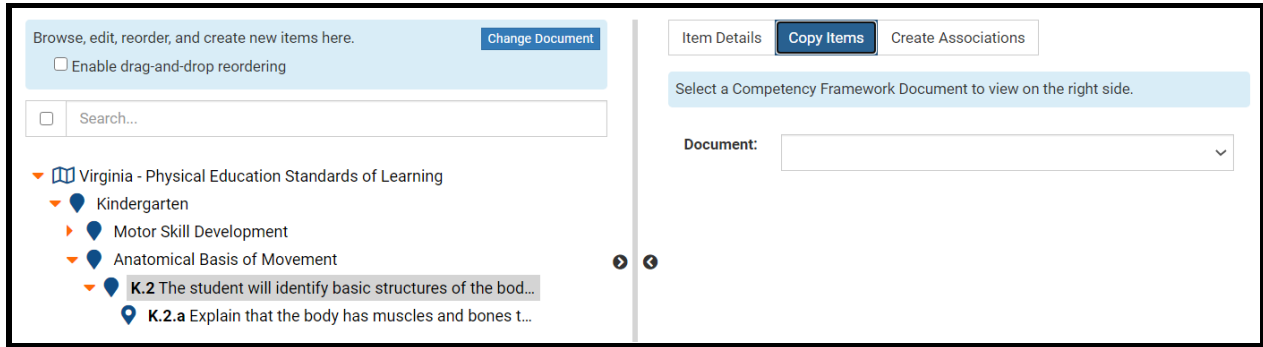
While you can create your frameworks one item at a time, one way of speeding up the process is to copy existing items into the framework and then edit those copies. For example, adding the next strand and level 1 and 2 standards to the framework initially looks like this:

The screenshot shows the IMS GLOBAL CASE NETWORK interface. At the top, there's a blue header with the logo and 'Logged in as' followed by a bell icon and a menu icon. Below the header, the main content area is titled 'Virginia - Physical Education Standards of Learning'. On the right side of this title bar, there are three buttons: 'Tree View', 'Association View', and 'Log View'. Further right is a 'Private Draft' button. Below the title bar, there's a light blue box with the text 'Browse, edit, reorder, and create new items here.' and a 'Change Document' button. Below this is a search bar with a magnifying glass icon and the text 'Search...'. To the left of the search bar is a tree view showing the hierarchy of the framework: 'Virginia - Physical Education Standards of Learning' (expanded), 'Kindergarten' (expanded), 'Motor Skill Development' (expanded), 'Anatomical Basis of Movement' (expanded), and 'K.2 The student will identify basic structures of the bod...' (expanded). Below the tree view is a list of items, with 'K.2.a Explain that the body has muscles and bones t...' selected. To the right of the tree view is a detailed view of the selected item, 'K.2 The student will identify basic structures of the body and basic spatial awareness concepts.' This view includes a 'Full Statement' section with the text 'The student will identify basic structures of the body and basic spatial awareness concepts.', an 'Identifier' field with the value '962a62f2-5a84-11eb-bd17-0242c0a89003', an 'Education Level' field with the value 'KG', and a 'Type' field with the value 'Standard'. A 'More Info' link is at the bottom right of the detailed view.

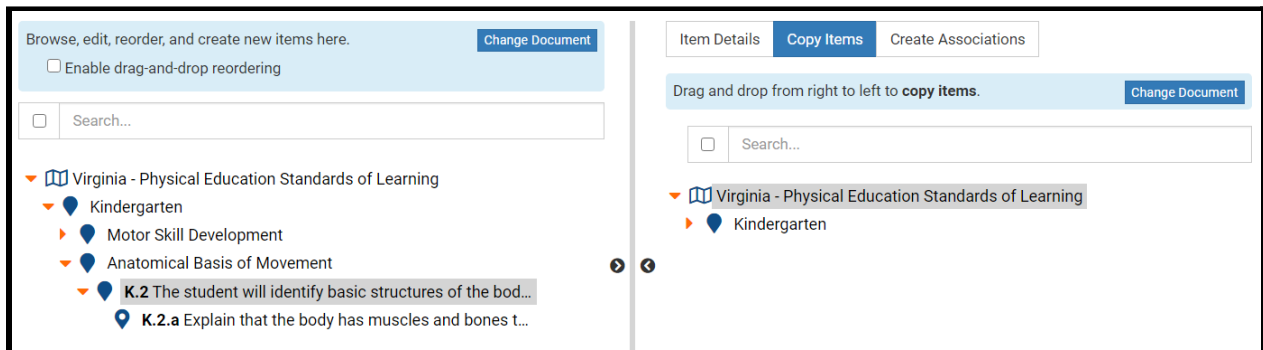
If you look at the original source material for this part of the framework, it includes four, level 2 standards in the “Anatomical Basis of Movement” strand (numbered a through d):

The screenshot shows a document titled 'Anatomical Basis of Movement'. Below the title, there are four level 2 standards, each preceded by a blue diamond icon. The standards are: 'K.2 The student will identify basic structures of the body and basic spatial awareness concepts.', 'a) Explain that the body has muscles and bones that help the body move.', 'b) Identify that the heart as a special muscle that helps the body move.', 'c) Explain that moving faster makes the heart beat faster.', and 'd) Demonstrate the concept of personal space.'

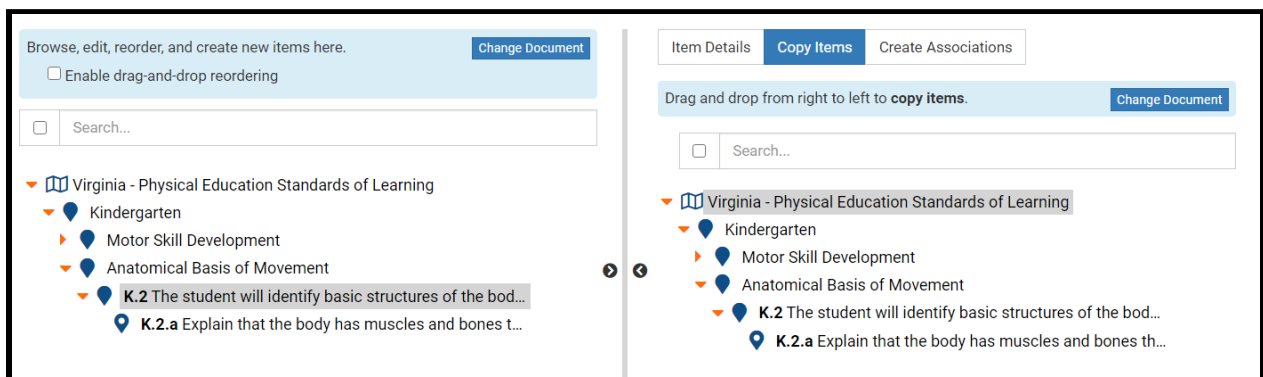
While you could add those additional standard items one at a time, it is often quicker to base them on copies of existing items instead. To do so, click on the Copy Items button at the top of the window on the right side of the screen to display a drop-down menu that lets you specify which framework you will be copying from:



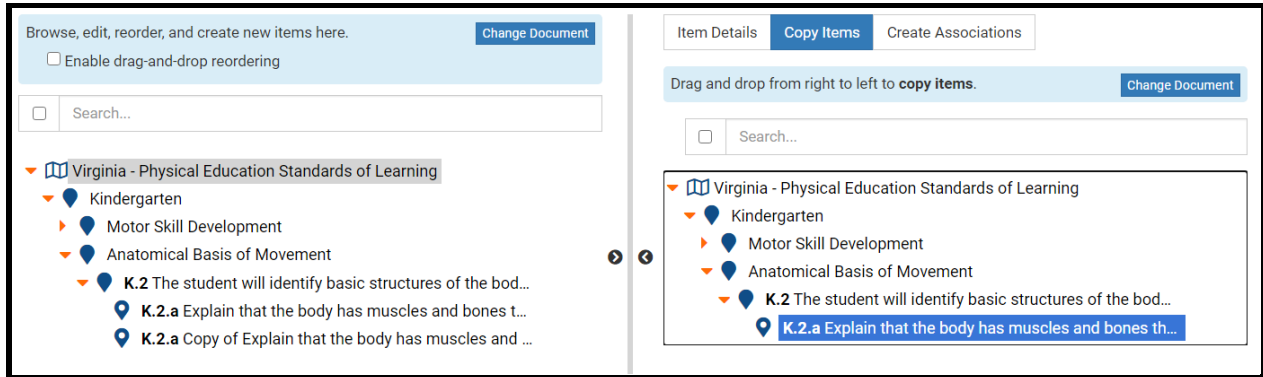
In this case, you will be copying from the same framework you are currently working from (in this example), so select “Virginia – Physical Education Standards of Learning” from the list on the right. (Note that this will be identified with the phrase “DOCUMENT BEING EDITED,” indicating you are copying within a framework, rather than between frameworks.) This displays the same framework on both sides of the screen:



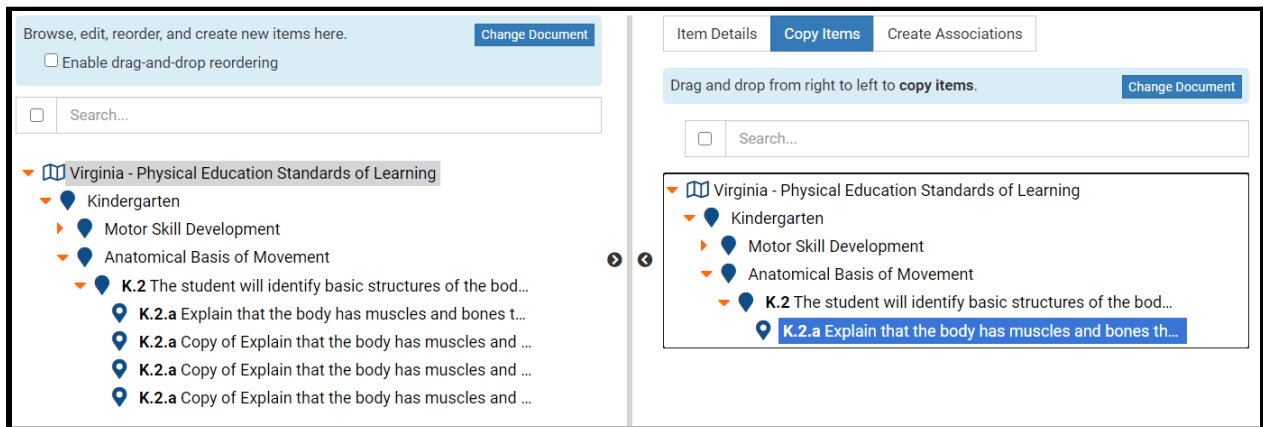
You can open up the framework on the right by clicking on the orange arrows next to an item to get to the item you want to copy (in this case, the item with the human code K.2.a):



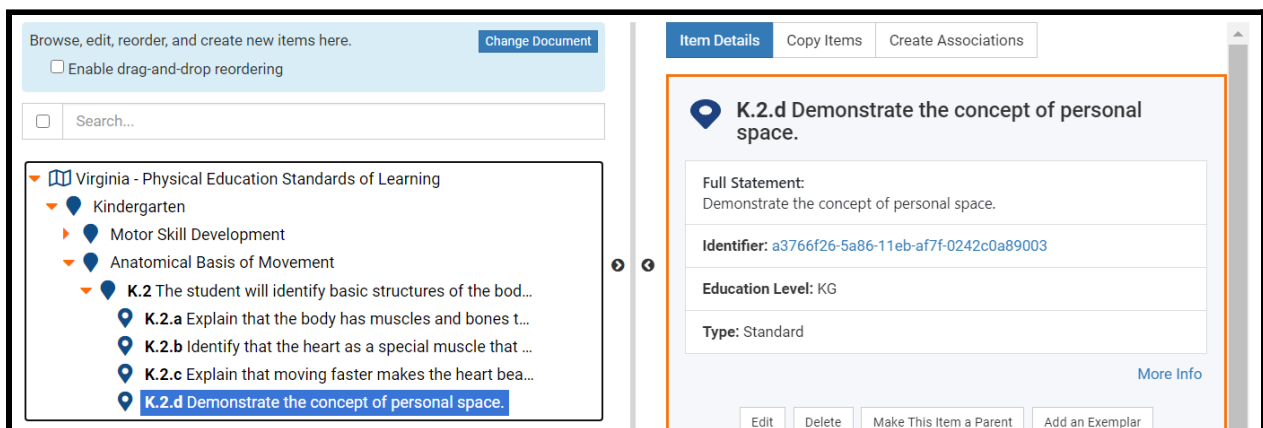
At this point, click and hold down the mouse while clicking on the K.2.a item on the right side of the screen and drag it until it rests on top of the K.2 item on the left side of the screen. (The cursor turns into an arrow pointing right when you have it at the correct location.) Release the mouse to add the copied item to the framework:



The copied item now appears under the name “Copy of [original item text]”. Since there were four, level 2 standards under the level 1 standard item K.2, we need to add two more copies of that item by following the same steps shown above. This leaves us with:



To complete this part of the framework you just need to edit each copied item and replace the full statement and human code with information from the original source documentation:



Because each copied item retains metadata from the original item (in this case, education level, language, and item type), it is often more efficient to use the copy feature rather than create each item individually.

You can also copy groups of items. For example, the next strand in the source documentation is:



## Fitness Planning

**K.3** The student will identify basic fitness concepts.

- a) Explain that physical activity helps the body grow.
- b) Identify activities that can be done at home to keep the body healthy.
- c) Identify physical activities that are done with family and with friends for fun.

This is very similar to the strand we just finished, so we can follow the same copying steps to copy the entire strand into the Kindergarten parent:

The screenshot shows a two-pane interface. The left pane, titled 'Browse, edit, reorder, and create new items here.', contains a search bar and a hierarchical tree of standards. The tree is expanded to 'Virginia - Physical Education Standards of Learning' > 'Kindergarten' > 'Anatomical Basis of Movement' > 'K.2 The student will identify basic structures of the bod...'. Under 'K.2', items K.2.a through K.2.d are listed. 'K.2.d Demonstrate the concept of personal space.' is highlighted. The right pane, titled 'Item Details', has a 'Copy Items' button. Below it, a message says 'Drag and drop from right to left to copy items.' and another search bar. The same hierarchy is shown on the right, with 'K.2.d' also highlighted.

As in the last example, we now have to edit the full statement and human code for each item in the copied strand based on the source documentation:

The screenshot shows the same interface as before, but now the 'Item Details' pane on the right is open for 'K.2.d Demonstrate the concept of personal space.'. It displays the following information: 'Full Statement: Demonstrate the concept of personal space.', 'Identifier: 71e9978e-5a87-11eb-952e-0242c0a89003', 'Education Level: KG', and 'Type: Standard'. At the bottom of the details pane are buttons for 'Edit', 'Delete', 'Make This Item a Parent', and 'Add an Exemplar'. The left pane shows the same hierarchy, with 'K.2.d' still highlighted.

Because our copied strand contained one more item than is needed, that extra item can be removed from the framework by selecting it in the hierarchy on the left and clicking on the Delete button on the right. (A dialog box will appear asking you to confirm the deletion.)

# Copying Items: Best Practices

As mentioned, it is usually more efficient to copy, edit and delete items rather than create them one at a time. You can even copy an entire grade level (for example, copying Kindergarten and using it as the basis to create the Grade 1 part of the framework). Just remember if you do so you will need to change the grade level metadata for all items when editing the Grade 1 part of the framework based on a copy.

If you use this copying strategy, keep in mind that copying creates an association between the original and the copied item that you will need to remove before you finish the framework. The most efficient way to do this is to click on the Association View button at the top of the screen. This displays a list of all associations in the framework:

Virginia - Physical Education Standards of Learning

Tree View

Association View

Log View

Private Draft

Association Types: Show 100 entries

Search:

☐ Is Child Of

☐ Exact Match Of

☒ Exemplar

☒ Is Related To

☒ Precedes

☐ Is Peer Of

☐ Is Part Of

☐ Has Skill Level

☐ Replaced By

Origin

Association Type

Destination

No data available in table

While a full description of CASE associations is beyond the scope of this document, if you select the Exact Match of checkbox in the list above and unselect the rest, this will show you all exact match associations created when you copied items to build your framework:

Virginia - Physical Education Standards of Learning

Tree View

Association View

Log View

Private Draft

Association Types: Show 100 entries

Search:

☐ Is Child Of

☒ Exact Match Of

☐ Exemplar

☐ Is Related To

☐ Precedes

☐ Is Peer Of

☐ Is Part Of

☐ Has Skill Level

☐ Replaced By

Origin	Association Type	Destination
Anatomical Basis of Movement	Matched From	Fitness Planning
Fitness Planning	Exact Match Of	Anatomical Basis of Movement
K.1.a Demonstrate and differentiate between walking, running, ...	Matched From	K.1.b Demonstrate bending, pushing, pulling, turning, and balan...
K.1.a Demonstrate and differentiate between walking, running, ...	Matched From	K.1.c Demonstrate approaching-mature form (at least two criti...

If you click on the x next to an item in the Association Type column of the table, this will eliminate the association between copied items. You will need to repeat this process to eliminate all Exact Match associations in your framework.

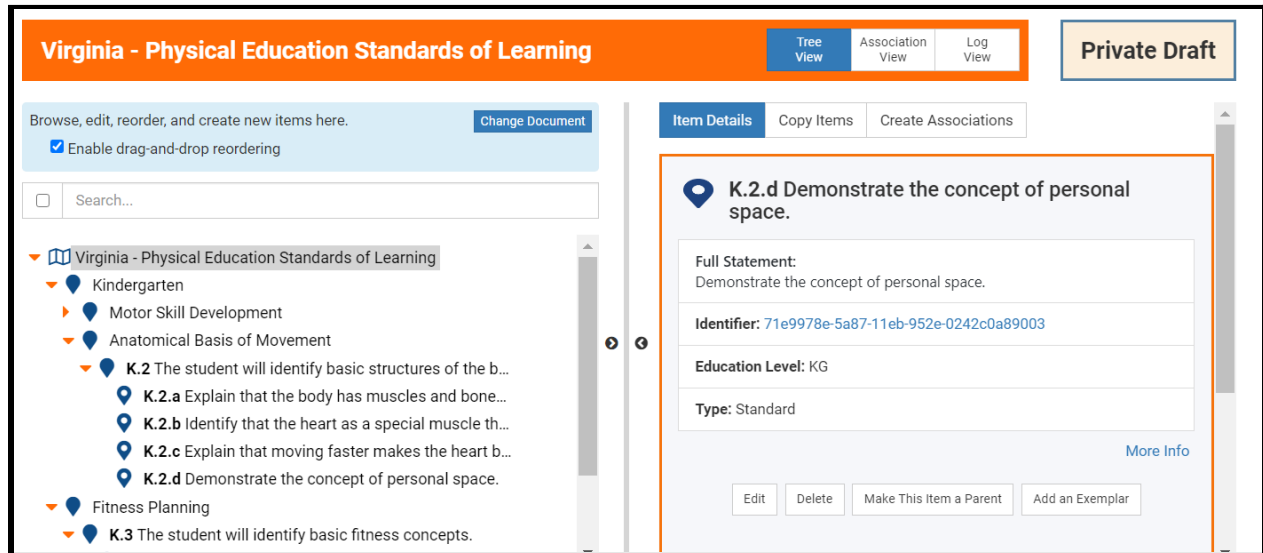
Also, keep in mind:

- You can also copy between frameworks. For example, if you want to base an update to an existing framework on a previous version, you can copy all items from that original and edit the copies, rather than create a new standards framework from scratch.
- If you are working with a framework that uses associations, read the [CASE documentation](#) (requires login credentials to IMS Global website) to better understand associations before using copying to streamline framework development.

CASE Network will sometimes rearrange items in a hierarchy when large numbers of items are copied at once. This is a bug that might require you to move items around manually, following the steps on the following page.

# Moving Items Around in a Framework

You can rearrange items by dragging and dropping them within a framework. To do so, you must first select the Enable drag-and-drop reordering check box at the top of the window to the left:



You can now click on an item and drag it above, below, or between other items to move the item to that location. You can also drag an item on top of a parent item to add it as a new child at the end of the list of child items for that parent item.

## Deleting an Item

As already mentioned, to remove an item from a framework, select the item in the hierarchy on the left, then click on the Delete button on the right. If you delete a parent item, all children items of that parent will also be deleted.

## Source Material: Best Practices

If you are using the original state standards documentation as source material, it is highly recommended that you use a Word version of that documentation, rather than a PDF. PDFs add carriage returns when you copy from them into a CASE item that would need to be removed manually if you do not want unexpected line breaks in long strings of text in framework items (such as full statements). If your source material only exists in PDF formats, converting them to Word using the (paid-for) Export feature of Adobe Acrobat is worth the expense in terms of time savings and elimination of formatting errors.

If you are using machine-readable versions of standards (such as a spreadsheet containing text strings), it is still highly recommended that you review your work against the original source documentation which provides insights into how standards should be organized.

You may run into situations when the original source material contains errors or is inconsistent in how human codes or other information are assigned or organized. Given the importance of maintaining fidelity to the original documentation, you should err on the side of following the original documentation as much as possible, although fixing simple errors (like typos or missing periods) are likely acceptable changes you can make as you create and edit a framework. More substantial changes should be reviewed with those responsible for creating the original standards documentation.

# Reviewing a Framework

Creating a framework is an exacting process with room for human error. To minimize such errors, it is highly recommended that you review sections of the frameworks you are creating as you go along. Reviewing each grade level once it has been completed against the original documentation provides a way to break up the framework creation and review processes to keep your mind from wandering (which can lead to making or missing errors).

For example, when reviewing the Kindergarten version of the Virginia Physical Education standards against the original, you should look at the CASE Network and the original version of the framework side-by-side (using a printout of the original documentation, a split-screen, or two screens):

<ul style="list-style-type: none"><li>▼ Virginia - Physical Education Standards of Learning<ul style="list-style-type: none"><li>▼ Kindergarten<ul style="list-style-type: none"><li>▼ Motor Skill Development<ul style="list-style-type: none"><li>▼ K.1 The student will demonstrate progress toward th...<ul style="list-style-type: none"><li>▼ K.1.a Demonstrate and differentiate between walki...</li><li>▼ K.1.b Demonstrate bending, pushing, pulling, turni...</li><li>▼ K.1.c Demonstrate approaching-mature form (at le...</li><li>▼ K.1.d Demonstrate a minimum of two critical elem...</li><li>▼ K.1.e Demonstrate moving to a beat and to rhythm...</li><li>▼ K.1.e Demonstrate moving forward, sideways, and ...</li><li>▼ K.1.g g) Demonstrate moving at low, medium, and ...</li><li>▼ K.1.h Demonstrate traveling in straight, curving, an...</li><li>▼ K.1.i Demonstrate fast, slow, and moderate speeds.</li><li>▼ K.1.j Demonstrate jumping over a stationary rope ...</li><li>▼ K.1.k Demonstrate one roll (narrow or curled).</li></ul></li></ul></li></ul></li></ul></li></ul>	<b>Motor Skill Development</b>  K.1 The student will demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move. a) Demonstrate and differentiate between walking, running, hopping, galloping, and jumping. b) Demonstrate bending, pushing, pulling, turning, and balancing on one foot. c) Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand. d) Demonstrate a minimum of two critical elements used in manipulative skills while moving, to include dribbling with continuous kick (taps) of ball while walking. e) Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns. f) Demonstrate moving forward, sideways, and in side-to-side directions. g) Demonstrate moving at low, medium, and high levels. h) Demonstrate traveling in straight, curving, and zigzagging pathways. i) Demonstrate fast, slow, and moderate speeds. j) Demonstrate jumping over a stationary rope and a self-turn single jump. k) Demonstrate one roll (narrow or curled).
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A review should include the following steps:

1. Look at the human codes to make sure they are accurate and consistent. For example, see how the human code K.1.e appears twice in the hierarchy? The second code should be K.1.f, which means you need to edit that item to correct the errors.
2. Review the text against the original. This can be done by reading each full statement in its entirety, although if you are copying from the original documentation, you can also choose to just review a few words in each item to make sure they match.

While you can choose to just double-check the first word or two in a statement, in situations where the same words are used over and over again (such as this framework where every level 1 standard appears with the phrase “The student will...” and all level two standard begin with the word “Demonstrate”) it is safer to review a few words in the middle of the statement where the wording is likely to vary to check for errors.

For example, in item K.1.g, “g)” (which was copied from the original documentation and not deleted) appears at the beginning of the statement. Edit it to remove those extraneous characters.

- Once you have confirmed/edited to ensure human codes and full-statement text are correct, you should check the metadata by clicking on the first item in a grade level. This will display data and metadata for the selected item on the right:

The screenshot displays the 'Virginia - Physical Education Standards of Learning' interface. The top navigation bar includes 'Tree View', 'Association View', 'Log View', and a 'Private Draft' status. Below the navigation bar, there is a search bar and a 'Change Document' button. The main content area is divided into two panels. The left panel shows a hierarchical tree structure with 'Kindergarten' selected. The right panel displays the 'Item Details' for the selected item, including the 'Full Statement', 'Identifier', 'Education Level', 'Type', and 'Notes'.

**Virginia - Physical Education Standards of Learning**

Tree View Association View Log View Private Draft

Browse, edit, reorder, and create new items here. [Change Document](#)

☒ Enable drag-and-drop reordering

☐ Search...

Virginia - Physical Education Standards of Learning

- Kindergarten
  - Motor Skill Development
    - K.1 The student will demonstrate progress toward th...
      - K.1.a Demonstrate and differentiate between walki...
      - K.1.b Demonstrate bending, pushing, pulling, turnin...
      - K.1.c Demonstrate approaching-mature form (at le...
      - K.1.d Demonstrate a minimum of two critical elem...
      - K.1.e Demonstrate moving to a beat and to rhythm...
      - K.1.f Demonstrate moving forward, sideways, and i...
      - K.1.g Demonstrate moving at low, medium, and hig...
      - K.1.h Demonstrate traveling in straight, curving, an...

**Item Details** Copy Items Create Associations

**Kindergarten**

**Full Statement:**  
Kindergarten

**Identifier:** 6713c59c-5748-11eb-95fe-0242c0a89003

**Education Level:** KG

**Type:** Grade Level

**Notes:**  
Participating in a variety of movement experiences to develop fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. While

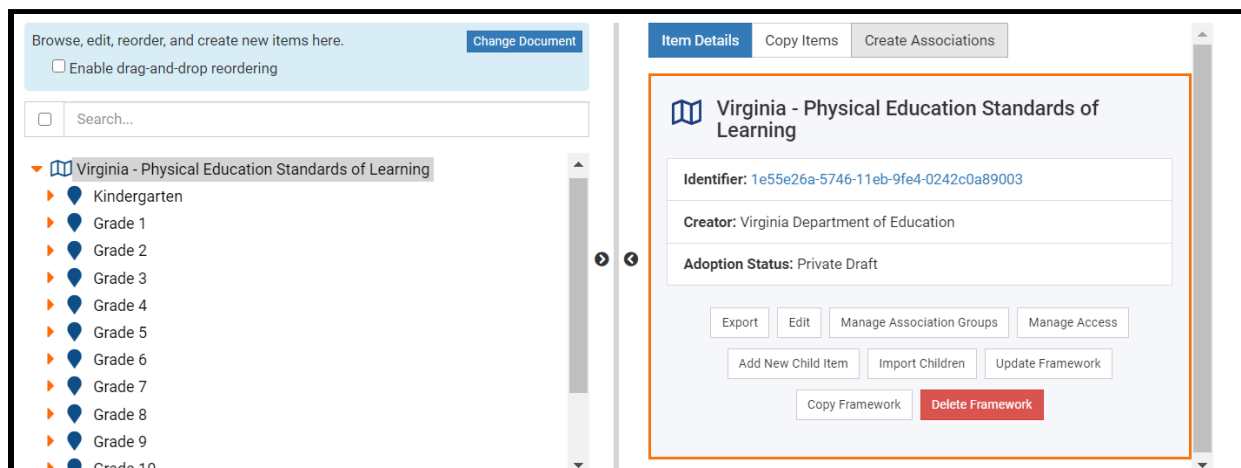
On your first pass, check that the education level has been assigned correctly by focusing on that item on the right (in this case KG) then clicking the down arrow to move through each item in the Kindergarten part of the framework. You should look for any instance where the education level has not been assigned or been assigned incorrectly.

Repeat the same process, reviewing items one at a time while looking at the right side of the screen, this time checking that item data has been assigned correctly to each item in the hierarchy.

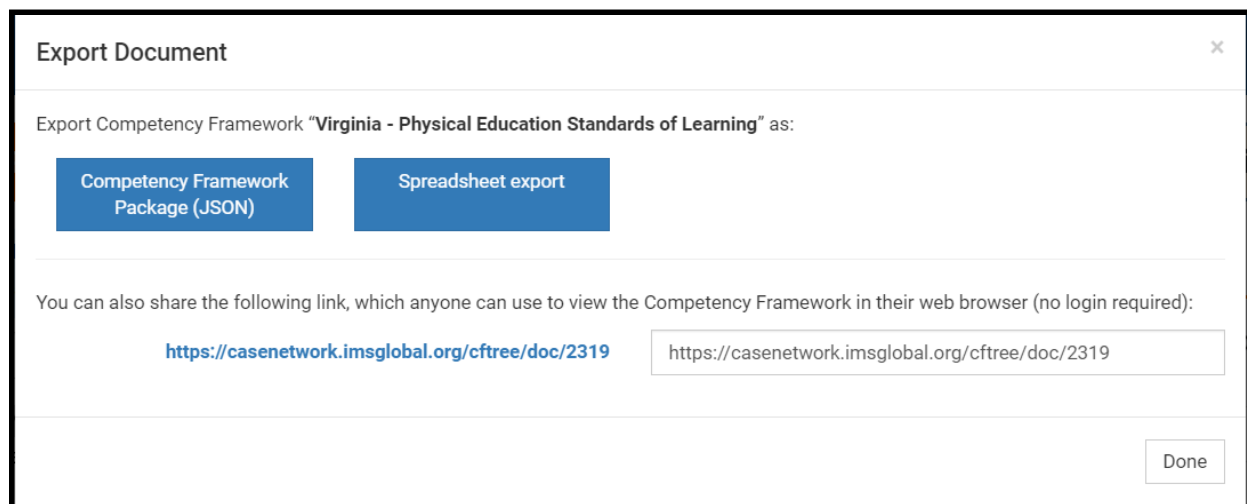
# Exporting and Importing a Framework

Frameworks can be exported as a JSON or Excel file. JSON files can also be imported into CASE Network or other CASE-compliant applications

To export a framework, click on the top-level node of the framework. An Export button appears on the right side of the screen:



Click on Export to display the following export options:

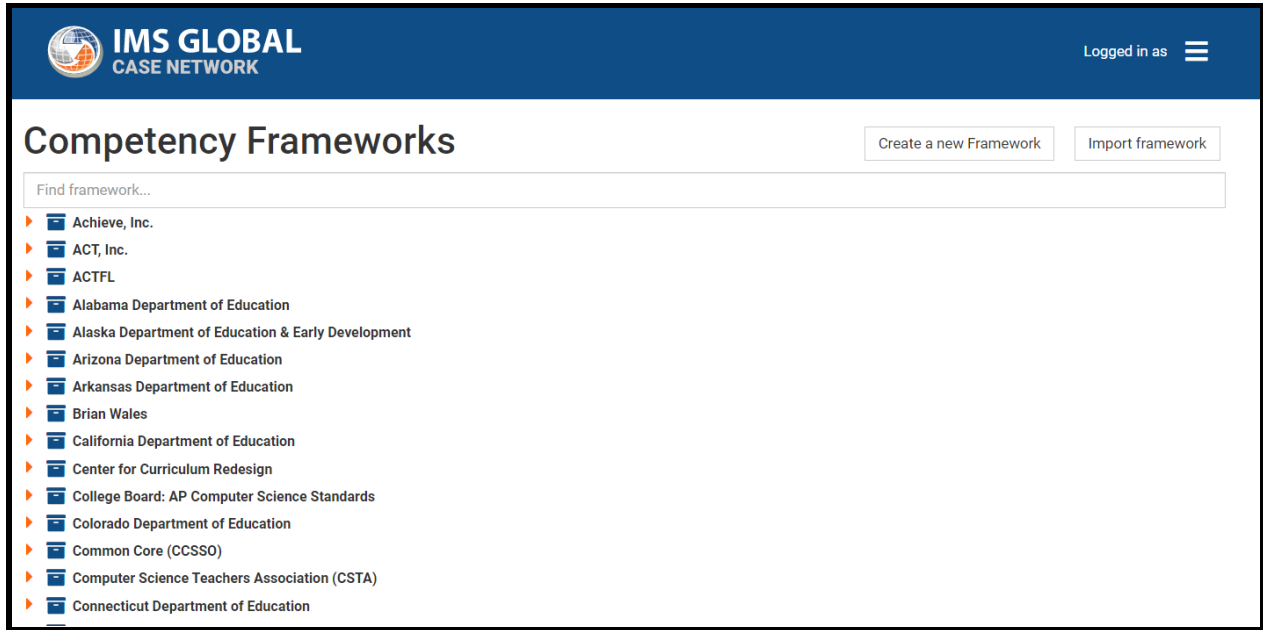


- Click on Competency Framework Package (JSON) to export the framework as a JSON file
- Click on Spreadsheet export to export the framework as an Excel spreadsheet file

Spreadsheet exports contain separate tabs for metadata related to (1) the entire framework, (2) framework items, and (3) associations between framework items. You can edit and use a spreadsheet to perform a review of the content of your framework.

To import a JSON file into CASE Network, begin at the main CASE Network screen (with no frameworks open) and click on the Import framework button





This will display the Import Framework dialog box:



Click on the Choose File button to display a standard file-chooser dialog box you can use to select the JSON file you want to import. Once the file has been chosen, click the Import Framework button to import the framework into CASE Network.

Note: CASE Network will not import a framework that already exists in the system. If you have problems or questions related to exporting and importing frameworks, reach out to [casenetwork@imglobal.org](mailto:casenetwork@imglobal.org).

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