

Expectations and Assessment for Missouri Students

Missouri PTA 98th Annual Convention

October 2013





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The **Missouri Learning Standards** define the knowledge and skills students need at each grade level and course for success in college, other post secondary training and careers. Missouri has regularly updated its academic expectations to help students prepare for life after high school graduation whether they are entering the workforce, the military or pursuing a degree or certificate. The Missouri Learning Standards are grade level and course



The Missouri Learning Standards give parents and teachers a clear roadmap for



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Common Core State Standards

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What are Common Core State Standards?

The Common Core State Standards are updated English language arts and mathematics expectations providing additional clarity and depth to Missouri's current grade-level expectations (GLEs) and course-level expectations (CLEs). They define content that builds from one grade to the next. A difference is that they have included more real world application requirements through reading, writing, and mathematics. This should give students the knowledge and skills they need for college and career success. They are also robust, ensuring a future Missouri workforce that remains competitive in a global economy. They have allowed educators to improve upon current state expectations, which have already



The Common Core State Standards are higher, clearer and more focused than our previous grade-level and course-level expectations. Missouri students can meet the challenge!



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Resources for the Standards:

- [CCSS Questions and Answers](#)
- [Common Core State Standards](#)
- [Brochure for ML](#) , [Tri-fold Brochure](#)
- [Interactive Guide for CCSS](#)
- [Placemat Sampler for Standards](#)
- [Placemat Sampler for Assessments](#)
- [PTA's Guides to Student Success](#)

Take Action:

- [Review the list of supporters for the Common Core State Standards.](#)
- [See what our supporters saying about the standards.](#)
- [Add your support here.](#)



What do you really know about the Common Core State Standards?

You've probably heard a lot about the **Common Core State Standards** in the news, but what will a child really need to know and be able to do to be successful? Here's your chance to find out!

The following are samples from the English language arts and mathematics standards for kindergarten through 12th grade:

Kindergarten:

- ▶ Naming and printing upper-and lower-case letters and matching those letters with their sounds.
- ▶ Counting objects to tell how many there are.

1st Grade:

- ▶ Writing about a topic, supplying some facts, and providing some sense of opening and closing.
- ▶ Measuring lengths of objects by using a shorter object as a unit of length.

2nd Grade:

- ▶ Writing stories that include a short sequence of events and include a clear beginning, middle, and end.
- ▶ Building, drawing, and analyzing 2-D and 3-D shapes to develop foundations for learning about area, volume, and geometry in later grades.

Continued on back ➡



www.missourilearningstandards.com



The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. The Missouri Learning Standards include the Common Core State Standards (CCSS), which are a set of high-quality academic expectations in English language arts (ELA) and mathematics.

The CCSS define both the knowledge and skills all students should master by the end of each grade level to be on track for success in college and a career. They were created through a state-led initiative and have been adopted by 45 states, including Missouri. The CCSS have enhanced Missouri's previous state standards for English and mathematics.

The Common Core State Standards:

- ☑ Build upon the strengths of Missouri's existing state standards.
- ☑ Are research- and evidence-based.
- ☑ Are designed to prepare students to live and work in today's global society.

The standards do not require schools to use specific curriculum or teaching methods – those decisions will continue to be made at the local level by school boards, superintendents, principals and teachers.



3rd Grade:

- ▶ Reading stories and poems aloud fluently, without pausing to figure out what each word means.
- ▶ Solving word problems using addition, subtraction, multiplication, and division.



4th Grade:

- ▶ Writing complete sentences with correct capitalization and spelling.
- ▶ Measuring angles and finding unknown angles in a diagram.

5th Grade:

- ▶ Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view.
- ▶ Graphing points in the coordinate plane (two dimensions) to solve problems.



6th Grade:

- ▶ Reviewing and paraphrasing key ideas and multiple perspectives of a speaker.
- ▶ Understanding ratios and rates, and solving problems involving proportional relationships (e.g., if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours?).

7th Grade:

- ▶ Evaluating a speaker's key points and reasoning, asking questions, and stating his or her own well-supported ideas in discussions.
- ▶ Solving percent problems (e.g., tax, tips, and markups and markdowns).

8th Grade:

- ▶ Analyzing the purpose of information presented in diverse media (e.g., print, TV, web) and evaluating its social, political, or commercial motives.
- ▶ Understanding slope and relating linear equations in two variables to lines in the coordinate plane.



High School English:

- ▶ Evaluating arguments and specific claims, assessing whether the reasoning is valid and the evidence is sufficient, and as appropriate, detecting inconsistencies and ambiguities.
- ▶ Making an argument that is logical, well-reasoned, and supported by evidence.
- ▶ Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible.

High School Math:

- ▶ Solving real-world and mathematical problems by writing and solving nonlinear equations, such as quadratic equations ($ax^2 + bx + c = 0$). Proving theorems about triangles and other figures (e.g., that the angles in a triangle add up to 180°).
- ▶ Analyzing functions algebraically and graphically, and working with functions presented in different forms (e.g., given a graph of one quadratic function and an algebraic expression for another, determine which has the larger maximum).
- ▶ Making inferences and justifying conclusions from sample surveys, experiments, and observational studies.

For a look at all the standards go to www.corestandards.org.



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Parents' Guide to Student Success

The *Parents' Guide to Student Success* (listed below in English and Spanish) was developed in response to the [Common Core State Standards](#) in English language arts and mathematics that more than 45 states have adopted. (To find out if your state has adopted the standards, visit [CoreStandards.org/In-The-States](#).) Created by teachers, parents, education experts, and others from across the country, the standards provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

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Four-page Parents' Guides to

Parent Guides - Printable Versions (C

Espanol

Kindergarten

This guide provides an overview of what your child will learn by the end of kindergarten in mathematics and English language arts/literacy.

1st Grade

This guide provides an overview of what your child will learn by the end of 1st grade in mathematics and English language arts/literacy.

2nd Grade

This guide provides an overview of what your child will learn by the end of 2nd grade in mathematics and English language arts/literacy.

3rd Grade

This guide provides an overview of what your child will learn by the end of 3rd grade in mathematics and English language arts/literacy.

4th Grade

This guide provides an overview of what your child will learn by the end of 4th grade in mathematics and English language arts/literacy.

Related Content & Resources

- Healthy Lifestyles Energy Balance 101 Grant Recipients
- National Standards for Family-School Partnerships
- Message for School Leaders
- National PTA Resolutions
- Individual Position Statements

PTA Tweets...

 **NationalPTA** 18 Oct
@NationalPTA

Parents + Teachers are using #TWITTER to stay #ENGAGED, check out @ptaswilson's latest piece on the One-Voice blog. ow.ly/pX5lw

Expand

 **NationalPTA** 18 Oct
@NationalPTA

Cook with kids on #FoodDay2013 and share your pictures using #LetsGetCooking for a chance to win!

Expand

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A Sample of the Work Your Child Will Be Doing To Become Ready for College and Career

READING

- Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis
- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities

WRITING

- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Conducting several research projects that address different aspects of the same topic, using more complex books, articles, and other sources

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In high school, these include:

- Focusing, reading deliberately and slowly, and rereading (when necessary) complex fiction and nonfiction materials
- Becoming skilled at gathering information, evaluating sources, and citing material accurately
- Asserting and defending claims, conveying what he or she understands about what he or she has read and researched
- Speaking clearly and appropriately, listening attentively when discussing findings and evidence, and building on others' good ideas while expressing his or her own ideas persuasively
- Learning to see individual words as part of a network of other words — e.g., words that have similar literal meanings but different connotations (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*)



Talking to
Your Child's
Teacher

America's History with Standards

- I. First standardized tests – World War I, 1918: Army Mental Tests
 - Used for admission and placement

- II. National Assessment of Educational Progress – 1969
 - Attempt to gain information comparable across country

Missouri's History with Standards

I. Commercial norm-referenced tests

II. Basic Essential Skills Test

III. Missouri Mastery and
Achievement Test

IV. Missouri Assessment Program

Missouri's History with Standards

I. 1996 – Show-Me Standards

- Knowledge standards
- Content standards

II. Curriculum Frameworks for

- K-4
- 5-8
- 9-12

III. Missouri Assessment Program

- One assessment at each grade span in each content area

2002 – No Child Left Behind

- I. Assess every grade from 3-8, and once in high school
- II. English language arts, mathematics, and science
- III. Defined sanctions for states with proficiency rates below certain targets
- IV. State assessments varied; proficiency rates varied

State's Response to NCLB

- I. NAEP results revealed variances: states with high percentages proficient on own tests were scoring much differently on NAEP in some cases.
- II. Governors needed fairness.
- III. Sought way to create "level playing field": Common Core State Standards for 2 content areas

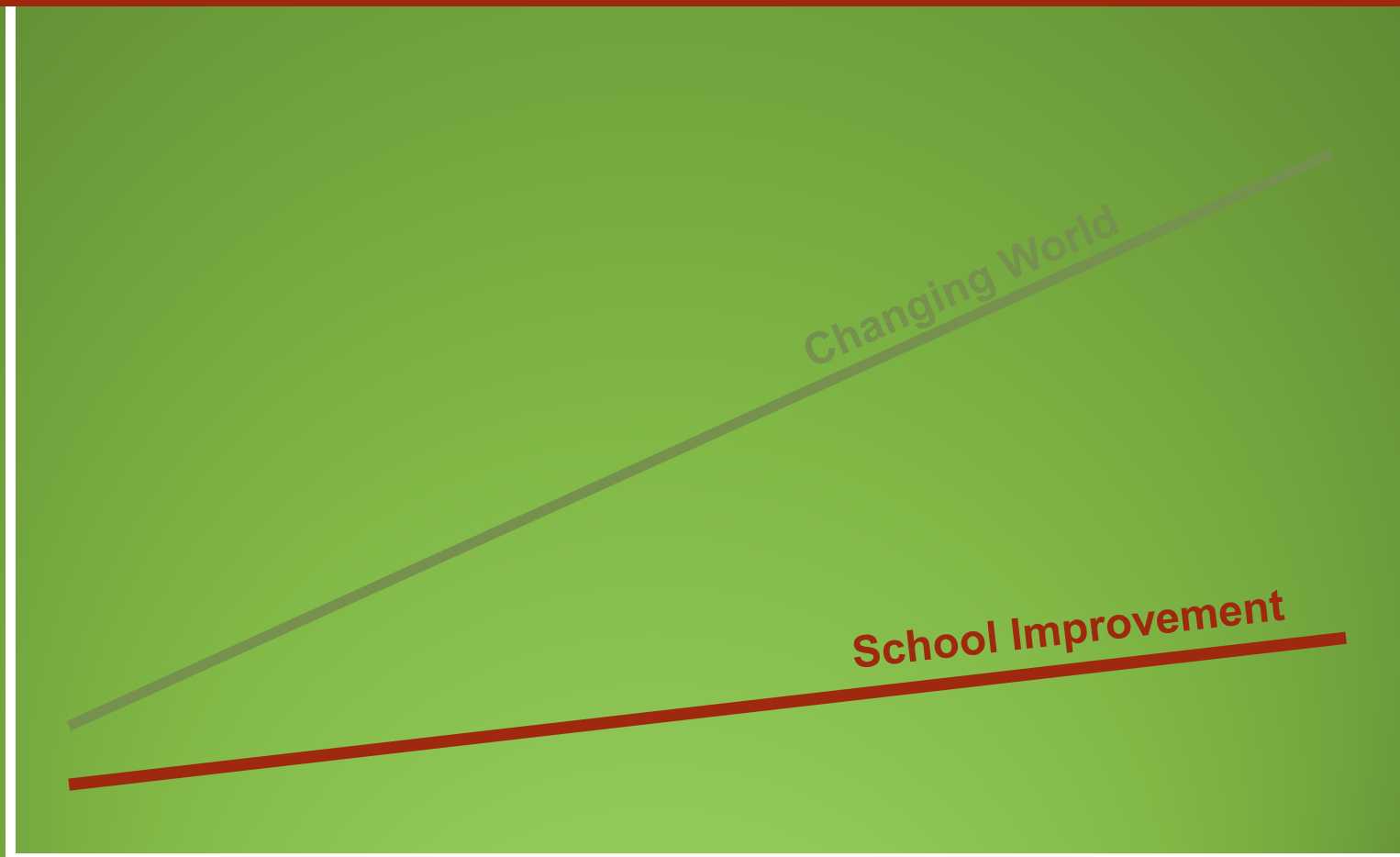
Schools are Improving



A line graph on a green background with a white border. The graph shows a single red line that starts at a low point on the left and rises steadily to a higher point on the right. The text 'School Improvement' is written in red, slanted font above the line.

School Improvement

Schools are Improving



Common Core State Standards

Soft Skills Most Requested by Employers

- I. Communicator
- II. Problem-Solver
- III. Team Player
- IV. Can Accept and Learn from Criticism
- V. Can Learn Through Research

Communication Skills

- I. Reading Skill:
- II. "Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text."
CCSS R.1

Questions about Assessment

I. Data

I. What is collected?

II. Why use vendor?

II. Rigor

I. Are tests “dumbed” down?

II. Can't we rely on state development?

III. Can't we keep what we are currently using?

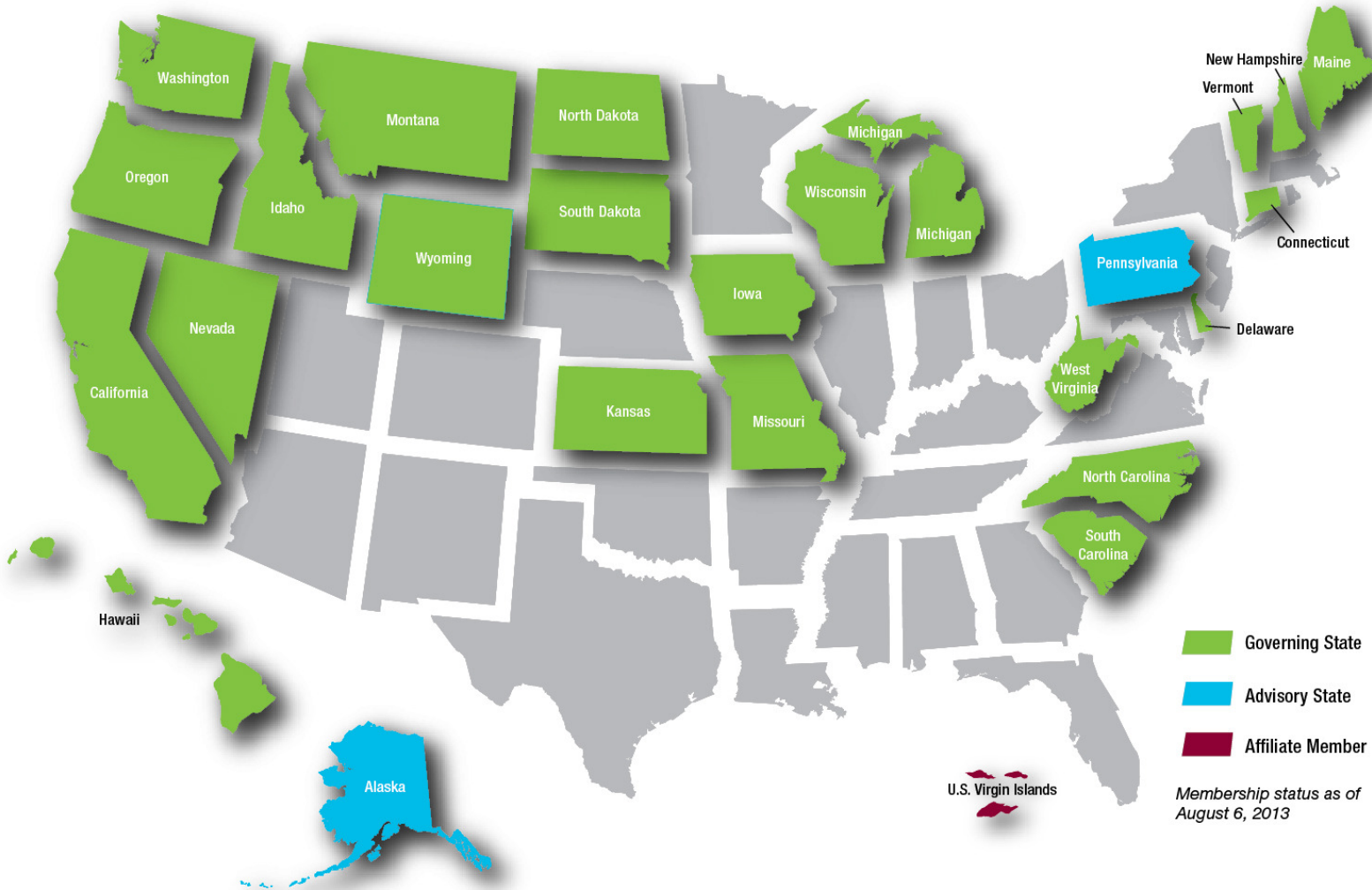
III. Why online?

Missouri Assessment Program

Smarter Balanced Assessment Consortium

- Missouri is a member of SBAC.
- Developing assessments in ELA and Math aligned to the Common Core State Standards (CCSS) for grades 3-8 and 11.
- Not a testing vendor. A vendor like CTB/McGraw-Hill, the current vendor of our 3-8 assessments, will be the vendor for the new assessments.
- Assessments will be completely online; are adaptive
- On-Demand Interim/Benchmark Assessments included with the system.

Smarter Balanced Assessment Consortium



25 States
and U.S.
Virgin
Islands

-  Governing State
-  Advisory State
-  Affiliate Member

*Membership status as of
August 6, 2013*

How would you score on the Common Core?

Try some 3rd-grade questions, and see for yourself!

You've probably heard a lot about the new **Common Core** assessments in the news and on TV, but what will a third grader really need to learn and be able to do to be successful? Here's your chance to find out!

The following are sample questions from the English language arts and mathematics assessments for third graders: (answers on the back)

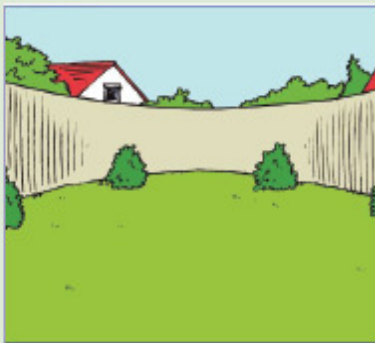
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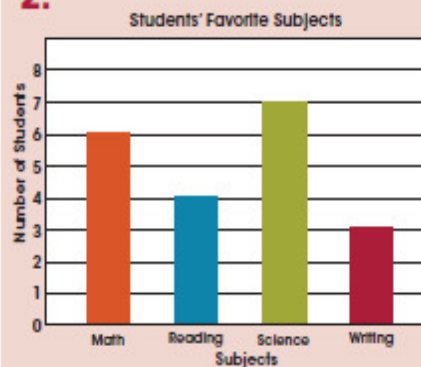
1.



Four families bring chairs to Mr. Smith's party. Each family brings the same number of chairs. Three more chairs are needed to seat all 27 guests.

Draw the number of chairs one family brings to the party into the yard.

2.



Use the bar graph to answer the question.

How many more students chose math than chose reading?



1 / 2

3.

- a.
- b.
- c.
- d.
- e.

Circle all the shapes that are quadrilaterals.

4.

Circle **all** the expressions that are equal to the product of 3 and 7.

- a. $2 \times 7 + 1 \times 7$
- b. $(7 \times 5) - 2$
- c. $(3 \times 4) + (3 \times 5)$
- d. $3 \times (7 \times 1)$



5.



Jen has 5 stacks of quarters. Lee has 9 stacks of quarters. Each stack of quarters is worth \$10.

How much more money, in dollars does Lee have than Jen? _____

6.

A student has written an informational report about teeth for class. Read this paragraph from the report. Then answer the question that follows.

Incisors are your front teeth. They are good for cutting and chopping food. Canines are the pointy teeth next to the Incisors. They are good for tearing food. Premolars and molars are your back teeth. They are good for grinding up food.

The student needs to fix the paragraph by adding an opening sentence that gives the main idea of the paragraph. Which sentence would **best** begin the paragraph?

- a. There are four types of teeth in your mouth.
- b. It is a good idea to visit the dentist regularly.
- c. Eating healthy foods helps build strong teeth.
- d. It is important to brush your teeth at least twice a day.



7.

The following is the beginning of an opinion article that a student is writing for the school newspaper. The article needs more support for the reasons why students should be given more choices in the cafeteria. Read the beginning of the article and the directions that follow.



Students should be given more choices in the cafeteria. Giving students different food choices can help them in their everyday lives. Also, giving students more choices will keep students from being wasteful. There are many things on the menu that students do not like. Making this change will definitely make students happier.

Choose **two** sentences that support the reasons given in the paragraph.

- a. Students want to have foods that they can eat quickly.
- b. There are many students who take their lunches to school.
- c. If students are given more choices of what to eat at school, less food will be thrown away every day.
- d. Letting students choose from many foods will help them learn how to make good food choices when they are not in school.

8.

Jenny is writing a story for class. Read the sentences from her story and the question that follows.

Brenda and Pam started a flower club. They will plant red roses first. "I wishes we could grow blue roses," said Brenda. Pam said, "Let's see if we can grow red ones first."

Which change should be made to one of the underlined words to correct a grammar usage mistake in the sentences?.

- a. Change "plant" to "plants."
- b. Change "wishes" to "wish."
- c. Change "plant" to "planted."
- d. Change "wishes" to "wished."



- 1. Draw six cent dollars.
- 2. Two students
- 3. circle d, and c.
- 4. circle d, and d.
- 5. 40 dollars
- 6. a
- 7. c, and d.
- 8. b.

Answers:

<http://www.dese.mo.gov/divimprove/assess/sbac.html>



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Smarter Balanced Assessment Consortium (SBAC)



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SBAC Member States | SBAC Technology Webinar

- ▶ Smarter Balanced Assessments: Fact vs. Fiction
- ▶ Technology Readiness Tool (**District access only** - Contact your District Test Coordinator or District IT Coordinator for access.)
- ▶ Bandwidth Checker (Compatible only with Firefox on Windows, OS X, or Linux; Safari on tablets using iOS; and Chrome on Android tablets)
- ▶ Bandwidth Checker Instructions

Take the Practice Test

FIRST LOOK AT NEW ASSESSMENT



www.smarterbalanced.org/practice-test

- ▶ SBAC Practice Test Fact Sheet

How Do I Find?

Missouri Assessments

- ▶ End-of-Course
- ▶ Grade-Level
- ▶ MAP-A
- ▶ ACCESS for ELLs
- ▶ Personal Finance
- ▶ NAEP

Assessment Consortia

- ▶ SMARTER Balanced Assessment Consortium
- ▶ Dynamic Learning Maps
- ▶ ASSETS ELL Consortium

Assessment Resources

- ▶ ACT
- ▶ Assessment Acronyms
- ▶ Assessment Testing Windows
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