

Date October 26, 2015		
Name Mary R. Byrne, Ed.D.		
Home Address 2630 S. Williams Ct.		
City Springfield	State MO	Zip 65807
Home Phone Number		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Missouri Coalition Against Common Core

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

See attached testimony - I request that supporting documents submitted with this cover sheet become filed as public record.

Mary R. Byrne, Ed.D.
2630 S. Williams Ct.
Springfield, MO 65807

Cell: 417-818-1261
E-mail: mary.byrne53@att.net

Testimony Before the State Board of Education
Regarding the Adoption of Academic Standards for the State of Missouri

October 26, 2015

I have heard it said in an interview of at least one board member that he is not concerned about the how the Common Core State Standards came to Missouri, but, about the content of the standards. I will leave comments about the developmentally inappropriate and academically incomplete content of the Common Core State Standards to others who will address those points. I would like to address the reason why the “how” or the process of adoption should be a centerpiece of your considerations as the standards review process is scheduled to move forward.

On October 7 of this month, Bill and Melinda Gates convened an exclusive, Gates-sponsored conference limited to about 250 education policymakers and politicians to mark their 15 years of investment in public education where he said he remained unhappy with America’s taxpayer funded schools.¹ And therein, is the quintessential reason why you should be focus on the “how” of the Common Core State Standards adoption. The development, deployment, adoption and integration of Common Core State Standards with the structural development of the statewide longitudinal data systems is the agenda of billionaire oligarchs and international corporations who hand pick their agents and influence state boards of education through NASBE, the National Governors Association,

¹ <http://dailycaller.com/2015/10/08/bill-gates-imposing-common-core-on-america-harder-than-curing-malaria/#ixzz3oQAJb2lQ>

and the Council of Chief State School Officers and the U.S. Department of Education, as documented by the 2010 to 2014 990s, a DoE publication on the structural presence of corporate foundations in the Department, and a list of Bill & Melinda Gates Foundation employees to were appointed to leadership positions in the U.S. Department of Education and the College Board (attached to this testimony) to realize an agenda of their making, not of the making of the taxpayers and students of this state. The "how" of the Common Core State Standards Initiative undermines the rule of law by its exclusivity, that is exclusion of public accountability, at all levels of government that is life blood of our democratic republic -- and *you* are the guardians of that republic.

Not only have Washington, DC insiders violated U.S. Constitution and federal laws, they have trampled state powers and laws using governors, state boards of education and commissioners of education as their tools of implementation. I have attached a table of apparent violations to Missouri's Constitution, state statutes, and judicial ruling by government personnel in the Department of Education to show how the culture created unelected elitists is manifest in the administration of Missouri's public education.

Two cases of which you should be particularly concerned are violations to HB 1490 Section 160.526.3 that mandated the Commissioner of Education to establish a procedure by December 31, 2014 for the State Board of Education to receive *regular* input from various stakeholders including parents and the general assembly whenever the state board develops, evaluate, modifies, or revises academic performance standards, learning standards, or the statewide assessment system. I contacted the commissioner directly

about this matter asking for the list of ad hoc committee members, the definition of *regular*, and board minutes verifying that the procedure was explained to you. The communication thread is included in the attached materials.

You should also be concerned about the apparent violations of HB 002 and Judge Green's ruling in *Sauer v Nixon* with respect to SBAC membership committed by Department personnel. A letter to Judge Green describing the language of contract and communications among personnel of DESE and OA are also included in the materials attached to this testimony.

In conclusion, I believe that as members of Missouri's State Board of Education, you are at a crossroads with respect to the implementation of the Common Core State Standards or upholding the rule of law in our democratic republic. You may choose to "stay the course" as urged by Bill Gates at his conference while ignoring the actions of the Department that reports to you, or, you can correct course, and insist on upholding the rule of law and the courts while executing your duties and responsibilities as a State Board of Education. Your choice will affect not only you and the children and families of this state, but, the future of our republic.

I am open for questions.

History of Apparent Legal Violations Committed by Missouri Government Officials, Appointees, or Department of Education Personnel

Table 1

Legal Rationale	Complaint	Evidence	Comment
<p>Constitutional</p> <p>Article IX Section 1(a). Free public schools – age limit. – <u>A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in the state within ages not in excess of twenty-one years as prescribed by law.</u></p>	<p>Since 2009, Governor Nixon and the Commissioner of Education, and the State Board of Education have engaged in a course of conduct, specifically, a quid pro quo (that is, adoption of the Common Core State Standards Initiative (CCSSI) in exchange for federal grant money) that cedes Missouri's sovereignty over educational policy within its borders to the U.S. Department of Education working in cooperation with private non-governmental organizations funded by corporate partners that financially benefit from implementation of the standards and tests aligned to them, and by non-profits imposing their education agenda on America's education settings.</p> <p>The National Governors Association (NGA) acted as a proxy for the U.S. Department of Education as an agent in a quid pro quo, Gov. Nixon unilaterally signed an MOU with the NGA committing Missouri to the paradigm described above; Commissioner Nicasastro stated in a memo to the State Board of Education that increasingly, her departments' budget was funded by federal money, indicating that increasingly the activities of DESE were funded for implementation of federal programs.</p> <p>Nixon failed to honor the checks and balances of government or exercise due diligence when he committed the State of Missouri to the adoption and implementation of a yet-to-be-written set of privately copyrighted English and mathematics standards and assessments aligned to those standards to generate data designed for populating fields in the statewide longitudinal data system, accessible to the federal government.</p>	<p>White House March 2009 announcement of conditionally tying Title I funding to approved academic standards</p> <p>Excerpt Sec. of Ed. Duncan's Nov. 2010 speech to UNESCO</p> <p>Excerpts from Gates's 2009 Speech to State Legislators ("unleash market forces)</p> <p>Education Innovator 10/29/09 re: working relationship of DoE & business Foundations</p> <p>Bill & Melinda Gates Foundation affiliates employed in U.S. DoE</p> <p>Governor Nixon's lone signature on the MOU with the National Governors Association re: the four assurances</p> <p>Federal Register RTTT grant announcement excerpt stipulating applications must be accompanied by State Fiscal Stabilization Fund</p> <p>Sauer v Nixon, Petition, Common Allegations 19-49</p> <p>Excerpt of Nicasastro April 4, 2013 e-mail to State Board of Education</p>	<p>The Missouri constitution designates (1) the general assembly of the State as the body that maintains free public schools in Missouri – not the governor and not the federal government. Though talking points from the Washington D.C.-based NGOs and the Department of Education claim that the development of the Common Core State Standards was state-led, U.S. Supreme Court Case <i>Hunter v City of Pittsburgh</i>, <i>state</i> refers to the general assembly, not the state governors or commissioners of a board; (2) the type of education offered in free public schools to be for the general diffusion of knowledge and intelligence, in other words, a liberal arts education -- not to unleash powerful market forces [Gates] or for an undefined "college or career readiness" purportedly measured by assessments that are absent independent, external scrutiny of validity or reliability data; (3) the purpose of education for preservation of the rights and liberties of the people – not development of human capital for the workforce; (4) the goal of public education is gratuitous instruction of a free, self-governing people to exercise their unalienable right to pursue their own happiness – not targeted bands of test scores to qualify students to fill available job slots, or teachers to be employed, or districts to be accredited.</p>

Table 1 (continued)

Legal Rationale	Complaint	Evidence	Comment
<p>Article IX Section 2(a). State board of education . . . The supervision of instruction in the public schools shall be vested in a state board of education, . . .</p>	<p>Under the influence of (1) the governor's June 26, 2009 commitment to the four assurances in his MOU to the National Governors Association; (2) the governor's June 30, 2009 State Fiscal Stabilization Funds (SFSF) application; (3) the National Association of State Boards of Education which partners with the NGA and Council of Chief State School Officers (CCSSO) in the Common Core State Standards Initiative; (4) and Missouri's January 2010 agreement to adopt of the privately copyrighted Common Core State Standards in Missouri's Race To The Top application prior to the June 2, 2010 release of the final version of the standards – and only one week after that release, on June 15, 2010 the State Board of Education acted without due diligence and subverted the state constitutional by surrendering its authority to supervise instruction in Missouri's public schools.</p>	<p>Governor Nixon's lone signature excerpt from SFSF initial application affirming four assurances</p> <p>NASBE 2010 through 2014 990 tax forms' description of NASBE commitment to implementation of the CCSSl</p> <p>Press release of 2012 NASBE award to Missouri State Board of Education Member Peter Herschend</p> <p>Excerpts from Missouri's Race to the Top application</p> <p>Press release of the CCSS</p> <p>Minutes of the June 15, 2010 Board of Education meeting.</p> <p>Excerpt from ESEA waiver</p> <p>Statement from Governor Nixon</p> <p>Statement from U.S. Secretary Spellings</p> <p>Missouri's SBAC MOU</p> <p>Sauer v Nixon, Judgment</p>	<p>The State Board of Education is a creature of the state by enactment of the Missouri Constitution which vests supervision of instruction to that creation, and does not give the state board the authority to transfer its powers and duties to entities outside of the state or make the people of Missouri vulnerable to the decisions of private copyright holders, unaccountable to and uncontrolled by the people of Missouri.</p>
<p>Article IX Section 2(b). Commissioner of education – . . . duties . . . The board shall select and appoint a commissioner of education as its chief administrative officer, . . . and removable at its discretion.</p>	<p>The state board of education, while adopting the "Top 10 by 20" campaign goal, did not challenge the commissioner's rationale for adoption of the CCSSl in MO's ESEA waiver application. That is, while Missouri's performance standards were among the top 3 in the country, they were perceived as punishing to districts with low evaluations that would have received passing evaluations in other states with lower standards or less demanding tests. Nor did the board challenge the compromise of its constitutional authority to supervise education in Missouri with the agreement of the MOU with the Smarter Balanced Assessment Consortium (SBAC).</p>	<p>By approving the ESEA waiver application, the state board of education agreed to the rationale that, rather than assist those Missouri districts to educate all students to its high standards, the state board decided to adopt a set of fewer, common standards designed for workforce planning, to homogenize expectations of students across states.</p> <p>By approving Missouri's SBAC MOU, the state board agreed to an illegal compact of states make decisions about Missouri children's academic performance.</p>	

Table 1 (continued)

Legal Rationale	Complaint	Evidence	Comment
<p>Article IX Section 2(b) . . . powers and duties of the state board of education. . . . The board shall . . . heretofore established, with all its powers and duties, and shall have such other powers and duties as may be prescribed by law.</p>	<p>In its affirmation of the four assurances agreed to by Governor Nixon with the NGA, and U.S. Department of Education, the State Board of Education ignored the prescribed process of academic standards development described in SB 380, now expanded in HB 1490. In addition, DESE personnel willfully engaged in activity to manipulate the outcome of the academic standards workgroups constituted in October 2014. Memos from legislators affirming the purpose of HB 1490 and the autonomy of the workgroups were issued to counter those activities</p>	<p>Letter to Joint Education Committee Chair, State Representative David Wood, August 2015</p> <p>Memo from State Representative Kurt Bahr</p> <p>Memo from legislative leadership, Lt. Gov. Peter Kinder's letterhead</p>	<p>The State Board of Education is authorized to consider academic standards developed as per HB 1490 Sec. 161.855.1. Note that the language stating the purpose of the work groups shall be "to develop and recommend academic performance standards." This language is different than language in Sec. 160.514.2 that refers to workgroups constituted at any time after October 2014. Additionally, Representative Bahr's memo states, "HB 1490 states that all standards taken from other sources are in the Public Domain. That means you cannot use copyrighted standards in developing new standards for Missouri. To date, the only copyrighted standards this office is aware of is Common Core."</p>
<p>Amendment 3 (2014)</p> <p>RSMo 168.128 . . . The board of education of each school district shall maintain records . . . for the enforcement of sections 168.102 to 168.130. . . . the board of education of each school district shall cause a comprehensive, performance-based evaluation . . . The state department of elementary and secondary education shall provide suggested procedures for such an evaluation.</p>	<p>Amendment 3, which included language tying teacher evaluations to student test scores, was rejected by the people of Missouri in November of 2014 when over 76% of over a million voters voted against Amendment 3. DESE is abusing its relationship to school districts through the MSBA (which was determined by Missouri Attorney General William Webster to be a quasi-governmental organization) to subvert local control of personnel supervision and circumvent the people of Missouri by pressuring districts to comply with poorly conceived requirements of Missouri's 2015 ESEA waiver. Tying teacher evaluations to student test scores is indefensible based on the questionable validity of Value Added Modeling for high stakes decision making and substantive unknown costs to districts. The waiver itself is of questionable validity given that the Secretary of Education has no authority to grant waivers conditional on a quid quo pro.</p>	<p>Excerpt Missouri's 2015 ESEA waiver application</p> <p>BOTA 2010 Letter to U.S. Secretary of Ed. Duncan</p> <p>MSBA memo to school districts</p> <p>Attorney General William Webster's decision (1988) that MSBA is a quasi-government organization</p> <p>2013 Memo from Commissioner Nicastrò editing Fiscal Note to modify the impact of teacher evaluation based on student test scores.</p>	<p>Missourians rejected the practice of tying teacher evaluations to student test scores so districts should not be adopting this policy. The Board of Testing and Assessment of the National Science Academy advised Secretary Duncan against the teacher evaluation plan described in his waiver requirements. To date, five lawsuits have been filed around the country in opposition to using student scores for teacher evaluations. Using tests computer adaptive tests which have no demonstrated validity or reliability, and using statistical models that the American Statistical Association says are unsupportable for this purpose tying teacher evaluations to such tests will leave districts open to wrongful dismissal or pay disparity lawsuits.</p>

Table 2

Legal Rationale	Complaint	Evidence	Comment
Statutory			
2013			
HB 002			
<p>HB 002 Section 2.050. To the Department of Elementary and Secondary Education For the purpose of receiving and expending grants, donations, contracts, and payments from private, federal, and other governmental agencies which may become available between sessions of the General Assembly provided that the General Assembly shall be notified of the source of any new funds and the purpose for which they shall be expended, in writing, prior to the use of said funds, and further provided that <i>no funds shall be used to implement the Common Core Standards</i></p>	<p>Despite prohibitions in May of 2013 against the use of taxpayer dollars for implementing common core state standards, Missouri signed a contract with McGraw Hill in October 2013 for vendor services through 2015 and tests that incorporated items from the Smarter Balanced Assessment Consortium aligned to the Common Core State Standards. That is, DESE contracted for an enforcement mechanism of teaching common core state standards content in Missouri classrooms and continuing other components of the Common Core State Standards Initiative. Contrary to No Child Left Behind requirements that statewide tests administered to students must be valid and reliable for their purpose, Missouri entered the agreement with no technical manual reporting psychometric quality, that is documentation of validity or reliability of the SBAC items. The latest SBAC report to the Department of Education describes the difficulty SBAC experienced in gathering such data.</p>	<p>HB 002 (2013)</p> <p>October 2013 Press Releases from DESE and The Journal announcing award of contract to McGraw Hill</p> <p>Issues and Recommendation for Resolution of the General Assembly Regarding Validity and Reliability of the Smarter Balanced Assessments Scheduled for Missouri in Spring 2015 available at http://missourieducationwatchdog.com/sbac-tests-show-no-validity-or-reliability/</p> <p>No Child Left Behind, language referring to validity and reliability of statewide assessments</p> <p>US DoE-SBAC MOU</p> <p>SBAC Newsletter announcing 2013-2014 Executive Committee Election results</p> <p>SBAC October Executive Committee Meeting Minutes</p> <p>Excerpt from SBAC Year 3 Race to the Top Report to the U.S. Department of Education</p>	<p>DESE personnel flouted the law when contracting with McGraw Hill to incorporate SBAC test items in Missouri's statewide tests. DESE Assessment Coordinator, Michael Muenks, also flouted the law when he participated in SBAC Executive Committee meetings.</p>

Table 2 (continued)

Legal Rationale	Complaint	Evidence	Comment
<p>Section 2.060. To the Department of Elementary and Secondary Education For the Division of Learning Services, provided that no funds are used to support the distribution or sharing of any individually identifiable student data with the federal government with the exception of the reporting requirements of the Migrant Education Program funds in Section 2.090, the Vocational Rehabilitation funds in Section 7 2.140, and the Disability Determination funds in Section 2.145</p>	<p>According to the U.S. Department of Education's Memorandum of Agreement with SBAC describing the conditions of the grant award, SBAC agreed to "... working with the department to develop a strategy to make student-level data that results from the assessment system available on an ongoing basis for research, including for prospective linking, validity, and program improvement studies; ... Therefore, Missouri's contracting for computer adaptive testing designed to individualize administration of student tests and collect personally identifiable student data through the login procedure violates HB 002</p>		<p>With the requirements of the SBAC MOU clearly stating that the SBAC grantees must collaborate with the federal department of education, and the SBAC assessment system design must make student level data available for prospective linking, and Family Education Rights and Privacy Act (FERPA) weakened by changes authorized by Secretary of Education Arne Duncan in the January 2012 Federal Register, DESE is out of compliance with HB 002</p>

Table 3.

Legal Rationale	Complaint	Evidence	Comment
<p>Statutory 2014 HB 002</p>			
<p>Section 2.060. To the Department of Elementary and Secondary Education . . . <i>no funds shall be used to implement or support the Common Core Standards</i></p> <p>Section 2.070. To the Department of Elementary and Secondary Education For the Division of Learning Services, provided that <i>no funds are used</i></p>	<p>Despite prohibitions on the implementation of Common Core Standards in Missouri, DESE field tested SBAC test items in Missouri classrooms at the expense of student learning time, personnel costs, and district expenses.</p> <p>When DESE personnel executed an MOU with UCLA in September 2014 identifying Michael Meunks as the State Lead and Missouri's representative to the SBAC governing board, it was flouting the law</p>	<p>HB 002 (2014)</p>	<p>The Missouri Electronic Data Protection, Amendment 9 was on the August 5, 2014, primary election ballot in Missouri as a legislatively referred constitutional amendment, where it was approved by 75% of the voters. The measure added electronic communications and data to the Missouri Constitution's prohibition against unreasonable searches and seizures. With the passage of this amendment, Mir</p>

Table 3 (continued)

Legal Rationale	Complaint	Evidence	Comment
<p>to support the collection, distribution, or sharing of any individually identifiable student data with the federal government; with the exception of the reporting requirements of the Migrant Education Program funds in Section 2.105, the Vocational Rehabilitation funds in Section 2.160, and the Disability Determination funds in Section 2.165</p>	<p>prohibiting DESE from using funds to implement or support the Common Core Standards and participate in the design and implementation of an assessment system that would collect identifiable student data and make it available to agencies qualified under FERPA</p>		<p>protects the electronic data of suspected criminals better than it protects the student data gathered through computerized instruction and assessment.</p>

Table 4.

Legal Rationale	Complaint	Evidence	Comment
<p>HB 1490 Section 161.855.1 <i>By October 1, 2014, the state board of education shall convene work groups composed of education professionals to develop and recommend academic performance standards.</i></p>	<p>DESE resisted efforts of Speaker Jones's staff to organize a plenary session of the work groups to explain the purpose of the workgroups as per Section 161.855; selectively communicated with a segment of work group members; obstructed the process of academics standards development by contracting with facilitators and equipping them with department-prepared PPT material to shape the discussion of the groups. DESE personnel misrepresented the work groups to the media</p>	<p>Memo of Kurt Bahr to work groups Memo of legislative leadership to work group members Letter to State Representative Wood, Chair of the Joint Education Committee</p>	<p>DESE personnel selected language from Sec. 160.514.2 to describe the purpose of the groups as "develops, evaluates, modifies, or revises academic performance standards or learning standards"; however, that language refers to future cycles of standards review, not the groups convened in October 2014. DESE personnel discriminated against authorized work group members when it sought money from external sources to contract with facilitators and note takers not authorized by statute to be participate, yet, sought no reimbursements of expenses for Missouri's appointed members.</p>

Table 4 (continued)

Legal Rationale	Complaint	Evidence	Comment
<p>Section 160.526.2</p> <p><i>Within six months prior to implementation of or modification or revision to the statewide assessment system, the commissioner of education shall inform the president pro tempore of the senate and the speaker of the house of representatives about the procedures to implement, modify, or revise the statewide assessment system, including a report related to the reliability and validity of the assessment instruments, and the general assembly may, within the next sixty legislative days, veto such implementation, modification, or revision by concurrent resolution adopted by majority vote of both the senate and the house of representatives</i></p>	<p>The commissioner of education did not meet the statutory requirement of submitting a report to the SBAC assessments' validity and to the president pro tempore of the senate and the speaker of the house of representatives in 2014. The purpose of the report is to confirm psychometric adequacy of assessments used to protect the public and comply with federal laws, as indicated by the function of a now-discontinued commission mentioned in the statute, and the purpose of an ad hoc committee described in the next section. Instead the commissioner reported SBAC's plans to gather and the required data in the future. To date those data are not available in the venues identified in the RTTT announcement or on the SBAC website. Further, the general assembly must be given an opportunity to vote on the assessment plan within the next sixty legislative days to</p>	<p>Request for Resolution</p> <p>Excerpt from RTTT grant announcement pertinent to the venues where SBAC is required to publish technical adequacy information.</p> <p>Governor Nixon's May 2015 Letter to the General Assembly</p>	<p>Because Missouri exited from SBAC, a new assessment plan is need for administration in 2016. Commissioner Vandeven should have submitted a report of the 2016 assessments' validity and reliability to the president pro tempore of the senate and the speaker of the house by the middle of this month. Opportunity for the general assembly to vote on the assessment plan requires this information for legislative leadership to determine agenda items, and is affirmed in Gov. Nixon's May 8, 2015 letter to the clerk of the house of representatives.</p>
<p>Section 160.526.3</p> <p><i>By December 31, 2014, the commissioner of education shall revise this procedure to allow the state board of education to regularly receive advice and counsel from professional educators at all levels in the state, district boards of education, parents, representatives from business and industry, the general assembly, and labor and community leaders whenever the state board develops, evaluates, modifies, or revises academic performance</i></p>	<p>A series of communications with Commissioner Vandeven and Dr. Stacey Preis indicate that neither Commissioner Nicaastro, Commissioner Vandeven complied with Section 160.526.3 requiring the commissioner to form an ad hoc committee for regular advisement regarding Missouri's learning standards and assessment plan to the state board of education by December 31, 2014. The ad hoc committee should have been constituted to provide input to the board before the 2015 public hearings on the academic standards work groups and before the development of the 2016 assessment plan including the selection of a vendor.</p>	<p>E-mail exchange with Commissioner Vandeven</p> <p>Letter from DESE personnel, Dr. Stacey Pries</p>	<p>The enclosed e-mail thread between Dr. Mary Byrne and Commissioner Vandeven and a letter from Dr. Stacey Pries writing on behalf of Commissioner Vandeven confirm that DESE personnel were contacted about the requirements of HB 1490 Section 160.526.3 with respect to the revised statewide assessment plan for 2016. While acknowledging the communication, the information requested was not provided, indicating that DESE personnel and the State Board of Education are out of compliance with this section and will invalidate any decision to adopt standards in March 2016.</p>

Table 4 (continued)

Legal Rationale	Complaint	Evidence	Comment
<p><i>standards, learning standards, or the statewide assessment system under sections 160.514 and 160.518. The procedure shall include, at a minimum, the appointment of ad hoc committees</i></p>			
<p>Section 161.096 The state board of education shall promulgate a rule relating to student data accessibility, transparency, and accountability relating to the statewide longitudinal data system. . . .</p>	<p>Over 1 ½ years since the passage of HB 1490, the State Board of Education has not promulgated a rule as per this section, even as national news of data security breaches at the highest levels of government are reported, and Missouri’s State Auditor found a need for increased efforts to protect student data from cyberattacks.</p>	<p>State Auditor press release regarding report of State Education Department’s student data security practices</p>	<p>Every day the State Board of Education does not comply with this section, students’ risk of identity theft increases. Data theft is an event waiting to happen.</p>

Table 5.

Legal Rationale	Complaint	Evidence	Comment
<p>Statutory 2015 HB 002 Section 2.050. To the Department of Elementary and Secondary Education For the purpose of receiving and expending grants, donations, contracts, and payments from private, federal, and other governmental agencies which may become available . . . provided that the General Assembly shall be notified of the source of any new funds and the purpose for which they shall be expended, in writing, prior to the use of said funds and further provided that no funds shall be used to implement or support the Common Core Standards</p>	<p>Since 2013 (See HB 002 2013 and 2014 above) DESE personnel and the State Board of Education have engaged in a course of conduct inconsistent with state law that restrains the Department from implementing or supporting the Common Core Standards or participation in the development of the SBAC assessment system.</p>	<p>HB 002 (2015) Contract C315002001 available at https://awardedsearch.oe.mo.gov/PublicAccess/CustomSearchPages/OA_AllPublicDocuments.aspx Sauer v Nixon documents identified in the table on page 10 made available upon request</p>	<p>Despite clear language in Missouri’s state constitution, statutes, court ruling, and legislators’ memos, members of the executive branch including the governor, the state board of education flout restrictions prohibiting the implementation of the Common Core State Standards Initiative</p>

Table 5 (continued)

Legal Rationale	Complaint	Evidence	Comment
<p>Section 2.055. To the Department of Elementary and Secondary Education. For the Division of Learning Services, provided that no funds are used to support the collection, distribution, or sharing of any individually identifiable student data with the federal government; with the exception of the reporting requirements of the Migrant Education Program funds in Section 2.085, the Vocational Rehabilitation funds in Section 2.135, and the Disability Determination funds in Section 2.140</p>			<p>and DESE personnel have engaged in a pattern of conduct that violates the democratic process for providing a public education to children of Missouri.</p> <p>Should State Board of Education members continue engaging in this pattern of conduct by affirming adoption of the Common Core State Standards, the people of Missouri will take a corrective course of action by whatever means are available.</p>
<p>Section 2.070. To the Department of Elementary and Secondary Education For the Performance Based Assessment Program, provided that no funds are used to support the collection, distribution, or sharing of any individually identifiable student data with the federal government; with the exception of the reporting requirements of the Migrant Education Program funds in Section 2.085, the Vocational Rehabilitation funds in Section 2.135, and the Disability Determination funds in Section 2.140, and further provided that no funds from this section shall be used for license fees or membership dues for the Smarter Balanced Assessment Consortium</p>			

Table 6.

Legal Rationale	Complaint	Evidence	Comment
Judicial 2014-2015	<p>Despite a restraining order issued November 25, 2015 and a judgment handed down February 24, 2015 by Circuit Judge of Cole County Daniel Green prohibiting Missouri from paying SBAC membership fees, DESE personnel issued a memo to the Missouri Office of Administration instructing a contract with McGraw Hill that included language confirming Missouri's intent to remain a member of SBAC and maintain responsibility of all costs associated with Smarter Balanced membership</p>	<p>Sauer v Nixon Petition Restraining order Judgment Motion to Dismiss Appeal Made available upon request</p> <p>Contract C315002001 available at https://awardedsearch.oe.mo.gov/PublicAccess/!CustomSearchPages/OA_AllPublicDocuments.aspx</p> <p>Letter to Judge Green, Circuit Court Judge of Cole County (October 2015)</p>	<p>DESE and Office of Administration personnel have engaged in a course of conduct showing contempt for the court and for the legislature as described in the above tables.</p> <p>The State Board of Education is ultimately responsible to the court and to the general assembly for activities of the DESE, and will share the consequences if any, to be determined by Judge Green and the general assembly, of those activities.</p>

Appendix

Evidence listed in Tables 1-6 in order of appearance

https://www.whitehouse.gov/sites/default/files/rss_viewer/education_standard_factsheet.pdf

Preparing Students for Success in College and the Workforce

"We will end what has become a race to the bottom in our schools and instead spur a race to the top by encouraging better standards and assessments... And I'm calling on our nation's governors and state education chiefs to develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking and entrepreneurship and creativity. That is what we'll help them do later this year -- when we finally make No Child Left Behind live up to its name by ensuring not only that teachers and principals get the funding that they need, but that the money is tied to results."

President Barack Obama

Remarks to the Hispanic Chamber of Commerce

March 10, 2009

Last year, the President challenged states to develop standards and assessments that will help America's children rise to the challenge of graduating from high school prepared for college and the workplace.

Today, the President applauds Governors for their efforts to work together in a state-led consortium – managed by the National Governors Association (NGA) and the Chief State School Officers (CCSSO) – to develop and implement new reading and math standards that build toward college- and career-readiness. With many states well positioned to adopt these standards, the Governors initiative is an essential first step in improving the rigor of teaching and learning in America's classrooms.

PROMOTING COLLEGE AND CAREER-READINESS

The President's FY 2011 budget supports the Obama Administration's plan for the reauthorization of the Elementary and Secondary Education Act (ESEA), including a comprehensive and new vision to help states successfully transition to and implement college- and career-ready standards by improving teacher preparation and development, upgrading classroom instruction, and supporting high-quality assessments.

In better aligning the law to support college- and career-ready standards, the Obama Administration will integrate new policies into a re-designed Elementary and Secondary Education Act, which will:

- Require all states to adopt and certify that they have college- and career-ready standards in reading and mathematics, which may include common standards developed by a state-led consortium, as a condition of qualifying for Title I funding

<http://unesco.usmission.gov/duncan-remarks.html>



UNITED STATES MISSION TO
UNESCO

Home About Us News U.S. Policy Statements **The U.S. and UNESCO's Sectors** U.S. Support

You are in: The U.S. and UNESCO's Sectors > Education > News and Events 2010 > U.S. Secretary of Education

The U.S. and UNESCO's Sectors

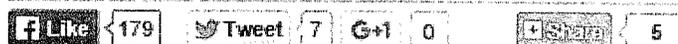
Education

Natural Sciences

Culture

World Heritage

2010 EDUCATION NEWS AND EVENTS



U.S. Secretary of Education Arne Duncan at the United Nations Educational, Scientific and Cultural Organization (UNESCO)

"The Vision of Education Reform in the United States"

4 November 2010

The North Star guiding the alignment of our cradle-to-career education agenda is President Obama's goal that America will once again have the highest proportion of college graduates in the world.

That goal can only be achieved by creating a strong cradle-to-career continuum that starts with early childhood learning and extends all the way to college and careers.

...

On K-12 education, our theory of action starts with the four assurances incorporated in last year's economic stimulus bill, the American Recovery and Reinvestment Act. The four assurances got their name from the requirement that each governor in the 50 states had to provide an "assurance" they would pursue reforms in these four areas--in exchange for their share of funds from a Recovery Act program designed to largely

...

<http://www2.ed.gov/programs/statestabilization/stateapps/mo-sub.pdf>

<http://www.gatesfoundation.org/media-center/speeches/2009/07/bill-gates-national-conference-of-state-legislatures-ncsl>

The screenshot shows the Bill & Melinda Gates Foundation website. The header includes the foundation's name and navigation links: WHO WE ARE, WHAT WE DO, HOW WE WORK, and a search bar. The main content area is titled "PRESS ROOM" and "SPEECHES". A navigation menu on the left lists "Press Releases and Statements" and "Speeches" (which is highlighted with a right-pointing arrow). The main heading is "Bill Gates - National Conference of State Legislatures", with "National Conference of State Legislatures" circled in red. Below this is the date "July 21, 2009", also circled in red, and the text "Prepared Remarks by Bill Gates, co-chair". The main text of the speech begins with: "We need to take two enabling steps: we need longitudinal data systems that track student performance and are linked to the teacher; and we need fewer, clearer, higher standards that are common from state to state. The standards will tell the teachers what their students are supposed to learn, and the data will tell them whether they're learning it. These two changes will open up options we've never had before." This is followed by an ellipsis "...". The next paragraph starts with: "When the tests are aligned to the common standards, the curriculum will line up as well—and that will unleash powerful market forces in the service of better teaching. For the first time, there will be a large base of customers eager to buy products that can help every kid learn and every teacher get better. Imagine having the people who create electrifying video games applying their intelligence to online tools that pull kids in and make algebra fun."

<http://www2.ed.gov/news/newsletters/innovator/2009/1029.pdf>

Archived Information

	The Education Innovator Office of Innovation & Improvement	
	October 29, 2009	Volume VII, No. 8
Feature What's New? <i>From the Field</i>	Feature Shooting for the Moon: A Joint Venture	



Secretary Duncan addresses members of the Grant Makers for Education at their Chicago conference. The gathering's theme, "Make No Small Plans," was in keeping with the Secretary's message.

At the Department, philanthropic engagement means providing an open door to foundations to become a part of the educational reform conversation at the highest level. Just as teachers, students, administrators, community organizations, and others are considered key stakeholders in this transformative work, foundations are now at the table, too. Because of this, the Department is challenging funders to act differently along with the rest of the education sector. All stakeholders must be innovative in order to rise above the status quo of reform. Secretary Duncan is asking everyone to think and act differently. Not only teachers and students, but universities, parents, unions, school boards, government...and now philanthropists, too.

The Department has truly embraced the foundation community by creating a position within the Office of the Secretary for the Director of Philanthropic Engagement. This dedicated role within the Secretary's Office signals to the philanthropic world that the Department is "open for business."

With respect to broad philanthropic engagement, the Department has two overarching goals that hopefully will not only help change the way that government works with philanthropy, but also help to change the way that the philanthropic sector does business.

If the Department of Education can catalyze a portfolio of investor collaboration tools to allow philanthropy and government to operate from shared platforms to make decisions and investments around shared goals, it will create a much more efficient and effective education sector, which will lead to greater opportunities for children, and easier access to funding for schools and districts.

U. S. Department of Education & College Board Staff Tied to Bill & Melinda Gates Foundation

Former Gates Employees on Secretary of Education Duncan's Team

<http://www.edweek.org/media/33transition-c1.pdf>

(1) Duncan's first chief of staff, Margot Rogers, came from the Bill & Melinda Gates Foundation

<http://www.zoominfo.com/p/Margot-Rogers/119699701>;

(2) Joanne Weiss, Roger's replacement as of June 2010, came from a major Gates grantee, the New Schools Venture Fund

<http://weissassociates.net/bmgf> and <http://weissassociates.net/about/>

(3) Asst. Sec. for Civil Rights Russlynn Ali has worked at Broad, and the Gates-funded Education Trust

<https://www.linkedin.com/pub/russlynn-ali/7/3b/6bb> ;

(4) Carmel Martin, from the Gates Foundation served as Duncan's assistant secretary for planning, evaluation, and policy development and served as a senior advisor to Sec. Duncan

http://blogs.edweek.org/edweek/campaign-k-2/2009/03/bethany_little_to_senate_educa.html
and <https://www.americanprogress.org/about/staff/martin-carmel/bio/>;

(5) James Shelton, Assistant Deputy Secretary for Innovation and Improvement has worked at both Gates and the New Schools Venture Fund

<http://www2.ed.gov/news/staff/bios/shelton.html>

Former Gates Employee on College Board Team

Dr. Stefanie Sanford was hired by the College Board in 2013. Sanford was Director of Policy and Advocacy for the U.S. Program of the Bill and Melinda Gates Foundation, where she led the development and execution of advocacy strategies to support the foundation's College Ready and Post Secondary Success programs.

<http://www.prnewswire.com/news-releases/college-board-names-dr-stefanie-sanford-as-chief-of-policy-advocacy-and-government-relations-182200761.html>

**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

- ...
- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by your signature(s) below.

Signatures
Governor:
Chief State School Officer:



Jeremiah W. (Jay)
Nixon
2009.06.25 17:35:27
-05'00'



37804

Federal Register / Vol. 74, No. 144 / Wednesday, July 29, 2009 / Notices

DEPARTMENT OF EDUCATION

[Docket ID ED-2009-OESE-0006]

RIN 1810-AB07

Race to the Top Fund

AGENCY: Department of Education.

ACTION: Notice of proposed priorities, requirements, definitions, and selection criteria.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.395A.

information that they wish to make publicly available on the Internet.

FOR FURTHER INFORMATION CONTACT: Beth Yeh, U.S. Department of Education, 400 Maryland Avenue, SW., Room 6W219, Washington, DC 20202. Telephone: 202-205-3775 or by e-mail:

racetothetop@ed.gov. Note that we will not accept comments by e-mail.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

encourage and reward States that are creating the conditions for education innovation and reform; implementing ambitious plans in the four education reform areas described in the ARRA; and achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers.

Program Authority: American Recovery

A. Eligibility Requirements

Background: We are proposing two eligibility requirements for Race to the Top applicants. First, we propose that a State must have an approved application under both Phase 1 and Phase 2 of the State Fiscal Stabilization Fund (Stabilization) program of the ARRA in order to be eligible to receive an award from the Race to the Top competition. Section 14005(d) of the ARRA requires a State that receives funds under the Stabilization program to provide assurances in the same four education reform areas that will be advanced by the Race to the Top grant. We therefore believe that it would be

14AC-CC00477

IN THE CIRCUIT COURT OF COLE COUNTY, MISSOURI

FRED N. SAUER,
ANNE GASSEL, and
GRETCHEN LOGUE,

Plaintiffs,

v.

JEREMIAH W. (JAY) NIXON, in his official
capacity as Governor of Missouri,

Serve at:
Office of Governor
State Capitol, Room 216
Jefferson City, Missouri 65101

and

CHRIS L. NICASTRO, in her official capacity
as Commissioner of Education,

Serve at:
Department of Elementary and Secondary
Education
205 Jefferson Street
Jefferson City, Missouri 65101

and

DEPARTMENT OF ELEMENTARY AND
SECONDARY EDUCATION,

Serve at:
205 Jefferson Street
Jefferson City, Missouri 65101

and

MISSOURI STATE BOARD OF EDUCATION,

Serve at:
Department of Elementary and Secondary
Education

Cause No. _____

Division _____

COMMON ALLEGATIONS

A. Federal Law Preserves and Protects State Authority over Educational Policy.

19. The Compact Clause of the U.S. Constitution provides that “[n]o state shall, without the consent of Congress ... enter into any agreement or compact with another state.” U.S. Const. art. I, § 10, cl. 3.

20. The Tenth Amendment to the U.S. Constitution provides that “[t]he powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.”

21. It has long been recognized that educational policy is an area of core state competence and concern that is not delegated to the federal government under the Constitution and our system of federalism.

22. For nearly fifty years, federal statutes have prohibited the Federal Government—and, in particular, the federal Department of Education—from controlling educational policy, curriculum decisions, or educational-assessment programs in elementary and secondary education.

23. These statutes manifest the explicit intent of Congress that authority and control over the curriculum, programs of instruction, and administration of public schools should rest with the States and local educational agencies, not the federal Government.

24. In 1965, Congress enacted the General Education Provisions Act of 1965, 20 U.S.C. §§ 1221 *et seq.*, which provides:

No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction,

administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system.

20 U.S.C. § 1232a. This restriction was later made applicable to all programs administered by the federal Department of Education. 20 U.S.C. § 1221(c)(1).

25. Similarly, the Department of Education Organization Act of 1979, 20 U.S.C. §§ 3401 *et seq.*, which established the federal Department of Education, provides:

No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association, or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system, except to the extent authorized by law.

20 U.S.C. § 3403(b).

26. The Department of Education Organization Act reflects Congress's clear intent that States and local governments retain control over education policy and decision making

It is the intention of the Congress in the establishment of the Department to protect the rights of State and local governments and public and private educational institutions in the areas of educational policies and administration of programs and to strengthen and improve the control of such governments and

institutions over their own educational programs and policies. The establishment of the Department of Education shall not increase the authority of the Federal Government over education or diminish the responsibility for education which is reserved to the States and the local school systems and other instrumentalities of the States.

20 U.S.C. § 3403(a).

27. Echoing these principles, the Elementary and Secondary Education Act of 1965 (“ESEA”), as amended by the No Child Left Behind Act of 2001 (“NCLB”), 20 U.S.C. §§ 6301 *et seq.*, provides that “[n]othing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local education agency, or school’s curriculum, program of instruction, or allocation of State or local resources.” 20 U.S.C. § 7907(a).

28. Moreover, the ESEA prohibits the Department of Education from using funds under the statute “to endorse, approve, or sanction any curriculum designed to be used in an elementary school or secondary school.” 20 U.S.C. § 7907(b).

29. The ESEA further provides that “no State shall be required to have academic content or student academic achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act.” 20 U.S.C. § 7907(c)(1).

30. In enacting the ESEA, Congress contemplated that decisions regarding “the specific types of programs or projects that will be required in school districts” would be “left to the discretion and judgment of the local public educational agencies.” H.R. Rep. No. 143, 89th Congress, 1st Session, 5 (1965).

31. “The legislative history [of the ESEA], the language of the Act, and the regulations clearly reveal the intent of Congress to place plenary responsibility in local and state agencies for the formulation of suitable programs under the Act.” *Wheeler v. Barrerra*, 417 U.S. 402, 415-16 (1975), *judgment modified on other grounds*, 422 U.S. 1004 (1975). “There [is] a pronounced aversion in Congress to ‘federalization’ of local educational decisions.” *Id.* at 416.

B. The Common Core State Standards Reflect an Attempt to Nationalize and Federalize State Elementary and Secondary Education Curriculum. Missouri Has Rejected this Attempt.

32. In 2009, the National Governor’s Association and the Council of Chief State School Officers announced an initiative to develop the Common Core State Standards (“Common Core”). Common Core was intended to constitute a common set of standards among most or all states to define requisite skills and knowledge in English language arts and mathematics. From its inception, Common Core was intended to replace “the existing patchwork of state standards” with a uniform, nationalized set of standards, assessments, and curriculum, which would not vary from State to State. See 74 Fed. Reg. 59733 (Nov. 18, 2009).

33. At present, Common Core includes uniform assessment standards for English language arts and mathematics.

34. Common Core was finalized in or around June 2010.

35. As it has been implemented, Common Core has elicited criticism nationwide from parents, teachers, public-policy experts, and elected officials, from across the political spectrum. This criticism has addressed both the substantive content of the Common Core standards and the centralization of the educational system that implementation of Common Core might occasion. See, e.g., Lindsey Burke & Jennifer

A. Marshall, *Why National Standards Won't Fix American Education: Misalignment of Power and Incentives*, Heritage Foundation, available at

<http://www.heritage.org/research/reports/2010/05/why-national-standards-won-t-fix-american-education-misalignment-of-power-and-incentives>; Al Baker, *Common Core Curriculum Now Has Critics on the Left*, N.Y. Times, Feb. 16, 2014, available at <http://www.nytimes.com/2014/02/17/nyregion/new-york-early-champion-of-common-core-standards-joins-critics.html>.

36. Reflecting this widespread and growing discontent with Common Core, in 2014, the Missouri legislature passed House Bill 1490 (“HB 1490”). HB 1490 requires the Missouri State Board of Education to convene work groups of Missouri-based parents and educational professionals to develop educational assessment standards for Missouri, and to implement those standards beginning in the 2016-2017 school year. HB 1490 revises assessment programs created through dialogue between educators, parents, and other stakeholders that reflect a practical assessment of our public school students’ educational progress. In addition, HB 1490 provides that “[t]he state board of education and the department of elementary and secondary education shall not require districts to use any appendix to the common core state standards.”

C. Prior to HB 1490, the U.S. Department of Education, with the Active Cooperation of Governor Nixon and Commissioner Nicastro, Sought to Federalize Missouri’s Curriculum under the Smarter Balanced Assessment Consortium Implementing Common Core.

37. On February 17, 2009, the U.S. Congress passed the American Recovery and Reinvestment Act of 2009 (“ARRA”). Sections 14005 and 14006 of the ARRA provided for federal grant funding to the states related to education. Section 14005(d)(4) provided for grant funding relating to “standards and assessments,” and provided that

recipient states would “take steps to improve State academic content standards and student academic achievement standards...” Section 14006 provided for remaining funds to be used as state incentive grants in FY 2010 for states “that have made significant progress in meeting the objectives of paragraphs (2), (3), (4), and (5) of section 14005(d).” 123 Stat. 115, 283 (2009). ARRA did not mention or authorize common state educational standards, or “consortia” of states.

38. On or about June 25, 2009, without authorization by the Missouri legislature or the requisite signature of the highest state education official, Governor Nixon unilaterally signed a “Memorandum of Agreement” with the National Governors Association that purported to commit Missouri to adopting a “common core of state standards (common core) in English language arts and mathematics for grades K-12.” See Common Core Standards, Memorandum of Agreement (attached as Exhibit 1). This Memorandum of Agreement recited that “the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized by the American Recovery and Reinvestment Act of 2009.” *Id.*

39. On or about November 18, 2009, the U.S. Department of Education issued an invitation to the States to apply for Race to the Top (“RTTT”) grant funding pursuant to the ARRA. See 74 Fed. Reg. 59836 (Nov. 18, 2009). This invitation conditioned RTTT grant funding on, in part, “[t]he extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards.” *Id.* at 59843. To demonstrate the requisite “commitment,” a state could (a) “participat[e] in a consortium of States that . . . [i]s working toward jointly developing and adopting a common set of

K-12 standards . . . that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation,” and (b) “demonstrat[e] its commitment to and progress toward adopting a common set of K-12 standards . . . by August 2, 2012 . . . and to implementing the standards thereafter in a well-planned way.” *Id.*

40. To satisfy key criteria for grant funding under RTTT, a state thus had to commit to adopting a “common set of K-12 standards,” i.e. Common Core.

41. On or about January 18, 2010, Governor Nixon and Commissioner Nicastro signed an Application for Initial Funding for RTTT funds. In this application, Governor Nixon and Commissioner Nicastro purported to assert “Missouri’s commitment to Common Core Standards development and adoption.” Even though the Common Core Standards had yet to be finalized, the application definitively stated that “Missouri will begin transitioning to the Common Core K-12 Standards and Career Ready/College Ready Standards upon their adoption.” On information and belief, this application was submitted without the authorization of the Missouri legislature.

42. On or about April 9, 2010, the federal Department of Education announced “scoring priorities” for the RTTT Assessment program, which would “provide[] funding to consortia of States to develop assessments” aligned with common K-12 standards, i.e. Common Core. *See* 75 Fed. Reg. 18171 (April 9, 2010). To be eligible, a consortium of states “must include at least 15 States.” *Id.* The criteria required the adoption of “academic content standards for grades K-12” that are “substantially identical across all States in a consortium.” *Id.* at 18177. The criteria further provided that “a State may supplement the common set of . . . standards with

additional content standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area." *Id.* These academic content standards had to be "fully implemented statewide in each State in the consortium no later than the 2014-2015 school year." *Id.* at 18171.

43. On or about April 14, 2010, the federal Department of Education issued a second invitation for applications for RTTT funds. *See* 75 Fed. Reg. 19496 (April 14, 2010). This invitation again conditioned RTTT grant funding on, in part, "[t]he extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards." *Id.* at 19503.

44. On or about April 14, 2010, Commissioner Nicastro signed a "Document of Commitment" to the Smarter Balanced Assessment Consortium ("SBAC"). *See* Document of Commitment (attached as Exhibit 2, and incorporated by reference herein). This document purported to commit Missouri to serve as a "Governing State" in SBAC.

45. On or about May 20, 2010, Commissioner Nicastro signed a "Memorandum of Understanding" with SBAC. *See* Memorandum of Understanding (attached as Exhibit 3, and incorporated by reference herein). This Memorandum of Understanding also purported to commit Missouri to serve as a "Governing State" in the SBAC consortium.

46. On or about May 25, 2010, Governor Nixon also signed the same Memorandum of Understanding with the SBAC consortium. *See id.* On information and belief, the Missouri legislature never authorized this Memorandum of Understanding.

47. By signing the Memorandum of Understanding, Governor Nixon and Commissioner Nicastro purportedly committed Missouri to "[a]dopt the Common Core

Standards ... to which the Consortium's assessment system will be aligned, no later than December 31, 2011." *Id.* at 3. The Memorandum of Understanding also purported to commit Missouri to participate in the development of assessments aligned with the Common Core State Standards for use by states in the consortium. *Id.* at 4.

48. The Memorandum of Understanding purported to commit Missouri to:

(a) "Adopt common achievement standards no later than the 2014-2015 school year";

(b) "Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014-2015 school year";

(c) "Adhere to the governance as outlined in [the Memorandum of Understanding]";

(d) "Agree to support the decisions of the Consortium";

(e) "Agree to follow agreed-upon timelines";

(f) "Be willing to participate in the decision-making process and, if a Governing State, final decision"; and

(g) "Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system."

Id. at 3.

49. The Memorandum of Understanding also purported to commit Missouri to submit to the Governance Structure of the SBAC consortium. *Id.* at 7-10.

From	Nicastro, Chris	Date	Thursday, April 04, 2013 3:16 PM
------	-----------------	------	----------------------------------

To	Demien, Debi; Herschend, Peter; Herschend, Peter (2); Jones, Michael; Ponder, Mike; Shields, Charlie; Still, Russell
Cc	DESE.Executive Leadership Team
Subject	Friday Report

1 Carpool Shortfall.pdf (70 Kb) Missouri School District Ballot Issues April 2013.doc (199 Kb) DESE Weekly Legislative Report - April 4, 2013.pdf (311 Kb) Creating Opportunity Schools Exec Summ_CEE Trust_20130102.pdf (592 Kb)

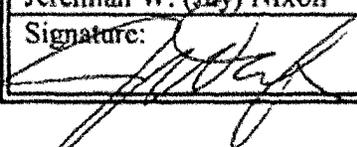
All,

As you know, we have been struggling to manage department activities over the past 4 years within the monies provided for operation. We've reorganized, eliminated positions, eliminated programs and activities, increased efficiencies through the use of electronic tools, and taken every other measure we could identify to reduce expenditures. Over this time, we have become increasingly dependent on federal funds. While we had a few years of increases due to ARRA, these are now gone and we face additional reductions in federal funding. In addition, the House budget reduces our administrative budget by another \$85,000.

PART 2: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

- (1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)
- (2) The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)
- (3) The State will –
 - (3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)); (*Improving Assessments Assurance*)
 - (3.2) Comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; (*Inclusion Assurance*) and
 - (3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. (*Improving Standards Assurance*)
- (4) The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections. (*Supporting Struggling Schools Assurance*)

Governor or Authorized Representative of the Governor (Printed Name):	
Jeremiah W. (Jay) Nixon	
Signature: 	Date: 6/30/09

Form **990**
 Department of the Treasury Internal Revenue Service
Return of Organization Exempt From Income Tax
 Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)
 OMB No 1545-0047
2010
 Open to Public Inspection

A For the 2010 calendar year, or tax year beginning 01-01-2010 and ending 12-31-2010

Check if applicable:
 Address change
 Name change
 Initial return
 Terminated
 Amended return
 Application pending

C Name of organization NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION		D Employer identification number 46-0282694
Doing Business As		E Telephone number (703) 684-4000
Number and street (or P.O. box if mail is not delivered to street address) 2121 CRYSTAL DRIVE NO 350	Room/suite	G Gross receipts \$ 3,401,454
City or town, state or county, and ZIP + 4 ARLINGTON, VA 22202		

4b (Code) (Expenses \$ 399,191 including grants of \$ 0) (Revenue \$ 2,508)

COMMON CORE STANDARDS IN 2009 THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND THE NATIONAL GOVERNORS ASSOCIATION IN PARTNERSHIP WITH ACHIEVE, ACT AND THE COLLEGE BOARD LAUNCHED THE COMMON CORE STATE STANDARDS INITIATIVE, A STATE-LED PROCESS OF ADOPTING COMMON STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS ACROSS THE NATION. THIS INITIATIVE WILL PROVIDE STATES WITH FEWER, CLEARER, AND HIGHER STANDARDS THAT ARE RESEARCH- AND EVIDENCE-BASED AND INTERNATIONALLY BENCHMARKED. HAVING COMMON STANDARDS IS A SIGNIFICANT AND HISTORIC MOVEMENT AS STUDENTS WILL NOW HAVE CLEARER AND CONSISTENT EXPECTATIONS ACROSS THE NATION, WHICH WILL HELP MINIMIZE ACADEMIC CHALLENGES WHEN MOVING ACROSS STATE OR DISTRICT LINES. BY ADOPTING THESE STANDARDS, STATES WILL BE BETTER EQUIPPED TO PREPARE STUDENTS WITH THE KNOWLEDGE AND SKILLS THEY NEED TO SUCCEED IN COLLEGE AND IN A CAREER WORKFORCE IN A GLOBAL ECONOMY. IN 2009 48 STATES AND 3 TERRITORIES AGREED TO PARTICIPATE IN THE PROCESS OF CREATING A SET OF COMMON CORE STANDARDS. BY AUGUST 31, 2010 THIRTY-SIX STATES AND THE DISTRICT OF COLUMBIA HAVE ADOPTED THE STANDARDS AND OVER 40 STATES ARE EXPECTED TO ADOPT THE STANDARDS BY THE END OF 2010. ADOPTION OF THE STANDARDS IS VOLUNTARY BUT SHOULD A STATE CHOOSE TO ADOPT, THEY MUST ADOPT 100% OF THE COMMON CORE K-12 STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS AND BEGIN ASSESSMENTS ON THE COMMON CORE STATE STANDARDS WITHIN THREE YEARS. A STATE WILL HAVE ADOPTED WHEN THE STANDARDS AUTHORIZING BODY WITHIN THE STATE HAS TAKEN FORMAL ACTION TO ADOPT AND IMPLEMENT THE COMMON CORE STANDARDS. NASBE IS AN EQUAL PARTNER WITH THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND NATIONAL GOVERNORS ASSOCIATION ON THE COMMON CORE STANDARDS INITIATIVE. THE THREE ORGANIZATIONS ARE WORKING CLOSELY TOGETHER TO FACILITATE THE DIALOGUE RELATED TO STANDARDS ADOPTION AND IMPLEMENTATION. THE FOCUS OF THIS EFFORT IS TO ENGAGE STATE BOARDS OF EDUCATION, OTHER GOVERNING BODIES, AND THE LARGER PUBLIC IN SUPPORTING THE ADOPTION AND IMPLEMENTATION OF A RIGOROUS AND USEABLE SET OF ACADEMIC STANDARDS UPON WHICH A ROBUST AND COHERENT EDUCATIONAL SYSTEM CAN BE BASED. NASBE CONDUCTED FOUR REGIONAL CONFERENCES FROM JANUARY-MARCH OF 2010 TO GIVE STATE BOARDS AN OPPORTUNITY TO GAIN AN INFORMATION INFRASTRUCTURE OF MATERIALS AND RESOURCES ON THE COMMON CORE AS WELL AS PREPARE STATE BOARDS FOR THE POLICY AND ADVOCACY WORK THAT WILL BE ESSENTIAL TO A SMOOTH APPROVAL PROCESS OF THE COMMON CORE STANDARDS. THE CONFERENCES ARE FUNDED BY THE BILL AND MELINDA GATES FOUNDATION.

Form **990**
 Department of the Treasury Internal Revenue Service
Return of Organization Exempt From Income Tax
 Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)
 OMB No 1545-0047
2011
 Open to Public Inspection

A For the 2011 calendar year, or tax year beginning 01-01-2011 and ending 12-31-2011

Check if applicable:
 Address change
 Name change
 Initial return
 Terminated
 Amended return
 Application pending

C Name of organization NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION		D Employer identification number 46-0282694
Doing Business As		E Telephone number (703) 684-4000
Number and street (or P.O. box if mail is not delivered to street address) 2121 CRYSTAL DRIVE NO 350	Room/suite	G Gross receipts \$ 1,443,606
City or town, state or county, and ZIP + 4 ARLINGTON, VA 22202		

4b (Code) (Expenses \$ 537,127 including grants of \$ 0) (Revenue \$ 250)

COMMON CORE STANDARDS IN 2009 THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND THE NATIONAL GOVERNORS ASSOCIATION IN PARTNERSHIP WITH THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION, ACHIEVE, ACT, THE COLLEGE BOARD LAUNCHED THE COMMON CORE STATE STANDARDS INITIATIVE, A STATE-LED PROCESS OF ADOPTING COMMON STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS ACROSS THE NATION. THIS INITIATIVE PROVIDES STATES WITH FEWER, CLEARER, AND HIGHER STANDARDS THAT ARE RESEARCH- AND EVIDENCE-BASED AND INTERNATIONALLY BENCHMARKED. HAVING COMMON STANDARDS IS A SIGNIFICANT AND HISTORIC MOVEMENT AS STUDENTS WILL NOW HAVE CLEARER AND CONSISTENT EXPECTATIONS ACROSS THE NATION, WHICH WILL HELP MINIMIZE ACADEMIC CHALLENGES WHEN MOVING ACROSS STATE OR DISTRICT LINES. BY ADOPTING THESE STANDARDS, STATES WILL BE BETTER EQUIPPED TO PREPARE STUDENTS WITH THE KNOWLEDGE AND SKILLS THEY NEED TO SUCCEED IN COLLEGE AND IN A CAREER WORKFORCE IN A GLOBAL ECONOMY. NASBE IS AN EQUAL PARTNER WITH THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND NATIONAL GOVERNORS ASSOCIATION ON THE COMMON CORE STANDARDS INITIATIVE. THE THREE ORGANIZATIONS ARE WORKING CLOSELY TOGETHER TO FACILITATE THE DIALOGUE RELATED TO STANDARDS IMPLEMENTATION. THE FOCUS OF THIS EFFORT IS TO ENGAGE STATE BOARDS OF EDUCATION, OTHER GOVERNING BODIES, AND THE LARGER PUBLIC IN SUPPORTING THE IMPLEMENTATION OF A RIGOROUS AND USEABLE SET OF ACADEMIC STANDARDS UPON WHICH A ROBUST AND COHERENT EDUCATIONAL SYSTEM CAN BE BASED. TO DATE, 45 STATES, THE DISTRICT OF COLUMBIA AND 3 U.S. TERRITORIES HAVE ADOPTED THE COMMON CORE STATE STANDARDS IN BOTH ENGLISH LANGUAGE ARTS AND MATHEMATICS. NASBE CONDUCTED FOUR REGIONAL CONFERENCES FROM APRIL-AUGUST OF 2011 TO GIVE STATE BOARDS AN OPPORTUNITY TO GAIN AN INFORMATION INFRASTRUCTURE OF MATERIALS AND RESOURCES ON THE COMMON CORE AS WELL AS PREPARE STATE BOARDS FOR THE POLICY AND ADVOCACY WORK THAT WILL BE ESSENTIAL TO A SMOOTH APPROVAL PROCESS OF THE COMMON CORE STANDARDS. THE CONFERENCES ARE FUNDED BY THE BILL AND MELINDA GATES FOUNDATION.

efile GRAPHIC print - DO NOT PROCESS | As Filed Data - |

DLN: 93493136010673

Form **990**

Return of Organization Exempt From Income Tax

OMB No 1545-0047

Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

2012

The organization may have to use a copy of this return to satisfy state reporting requirements

Open to Public Inspection

A For the 2012 calendar year, or tax year beginning 01-01-2012, 2012, and ending 12-31-2012

B Check if applicable:

- Address change
- Name change
- Initial return
- Terminated
- Amended return
- Application pending

C Name of organization NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION	
Doing Business As	
Number and street (or P O box if mail is not delivered to street address)	Room/suite
2121 CRYSTAL DRIVE NO 350	
City or town, state or province, country, and ZIP + 4 ARLINGTON, VA 22202	

D Employer identification number 46-0282694
E Telephone number (703) 684-4000
G Gross receipts \$ 2,320,877

4a (Code) (Expenses \$ 346,458 including grants of \$) (Revenue \$)

COMMON CORE STANDARDS IN 2009 THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND THE NATIONAL GOVERNORS ASSOCIATION IN PARTNERSHIP WITH THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION, ACHIEVE, ACT, THE COLLEGE BOARD LAUNCHED THE COMMON CORE STATE STANDARDS INITIATIVE, A STATE-LED PROCESS OF ADOPTING COMMON STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS ACROSS THE NATION. THIS INITIATIVE PROVIDES STATES WITH FEWER, CLEARER, AND HIGHER STANDARDS THAT ARE RESEARCH-AND-EVIDENCE BASED AND INTERNATIONALLY BENCHMARKED. HAVING COMMON STANDARDS IS A SIGNIFICANT AND HISTORIC MOVEMENT AS STUDENTS WILL NOW HAVE CLEARER AND CONSISTENT EXPECTATIONS ACROSS THE NATION, WHICH WILL HELP MINIMIZE ACADEMIC CHALLENGES WHEN MOVING ACROSS STATE OR DISTRICT LINES. BY ADOPTING THESE STANDARDS, STATES WILL BE BETTER EQUIPPED TO PREPARE STUDENTS WITH THE KNOWLEDGE AND SKILLS THEY NEED TO SUCCEED IN COLLEGE AND IN A CAREER WORKFORCE IN A GLOBAL ECONOMY. NASBE IS AN EQUAL PARTNER WITH THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND NATIONAL GOVERNORS ASSOCIATION ON THE COMMON CORE STANDARDS INITIATIVE. THE THREE ORGANIZATIONS ARE WORKING CLOSELY TOGETHER TO FACILITATE THE DIALOGUE RELATED TO STANDARDS IMPLEMENTATION. THE FOCUS OF THIS EFFORT IS TO ENGAGE STATE BOARDS OF EDUCATION, OTHER GOVERNING BODIES, AND THE LARGER PUBLIC IN SUPPORTING THE IMPLEMENTATION OF A RIGOROUS AND USABLE SET OF ACADEMIC STANDARDS UPON WHICH A ROBUST AND COHERENT EDUCATIONAL SYSTEM CAN BE BASED. TO DATE, 45 STATES, THE DISTRICT OF COLUMBIA AND U.S. TERRITORIES HAVE ADOPTED THE COMMON CORE STATE STANDARDS IN BOTH ENGLISH LANGUAGE ARTS AND MATHEMATICS.

efile GRAPHIC print - DO NOT PROCESS | As Filed Data - |

DLN: 93493160006654

Form **990**

Return of Organization Exempt From Income Tax

OMB No 1545-0047

Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2013

Do not enter Social Security numbers on this form as it may be made public. By law, the IRS generally cannot redact the information on the form. Information about Form 990 and its instructions is at www.irs.gov/form990

Open to Public Inspection

A For the 2013 calendar year, or tax year beginning 01-01-2013, 2013, and ending 12-31-2013

B Check if applicable:

- Address change
- Name change
- Initial return
- Terminated
- Amended return
- Application pending

C Name of organization NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION	
Doing Business As	
Number and street (or P O box if mail is not delivered to street address)	Room/suite
2121 CRYSTAL DRIVE NO 350	
City or town, state or province, country, and ZIP or foreign postal code ARLINGTON, VA 22202	

D Employer identification number 46-0282694
E Telephone number (703) 684-4000
G Gross receipts \$ 2,557,496

4a (Code) (Expenses \$ 271,661 including grants of \$) (Revenue \$)

COMMON CORE STANDARDS IN 2009 THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND THE NATIONAL GOVERNORS ASSOCIATION IN PARTNERSHIP WITH THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION, ACHIEVE, ACT, THE COLLEGE BOARD LAUNCHED THE COMMON CORE STATE STANDARDS INITIATIVE, A STATE-LED PROCESS OF ADOPTING COMMON STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS ACROSS THE NATION. THIS INITIATIVE PROVIDES STATES WITH FEWER, CLEARER, AND HIGHER STANDARDS THAT ARE RESEARCH-AND-EVIDENCE BASED AND INTERNATIONALLY BENCHMARKED. HAVING COMMON STANDARDS IS A SIGNIFICANT AND HISTORIC MOVEMENT AS STUDENTS WILL NOW HAVE CLEARER AND CONSISTENT EXPECTATIONS ACROSS THE NATION, WHICH WILL HELP MINIMIZE ACADEMIC CHALLENGES WHEN MOVING ACROSS STATE OR DISTRICT LINES. BY ADOPTING THESE STANDARDS, STATES WILL BE BETTER EQUIPPED TO PREPARE STUDENTS WITH THE KNOWLEDGE AND SKILLS THEY NEED TO SUCCEED IN COLLEGE AND IN A CAREER WORKFORCE IN A GLOBAL ECONOMY. NASBE IS AN EQUAL PARTNER WITH THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND NATIONAL GOVERNORS ASSOCIATION ON THE COMMON CORE STANDARDS INITIATIVE. THE THREE ORGANIZATIONS ARE WORKING CLOSELY TOGETHER TO FACILITATE THE DIALOGUE RELATED TO STANDARDS IMPLEMENTATION. THE FOCUS OF THIS EFFORT IS TO ENGAGE STATE BOARDS OF EDUCATION, OTHER GOVERNING BODIES, AND THE LARGER PUBLIC IN SUPPORTING THE IMPLEMENTATION OF A RIGOROUS AND USABLE SET OF ACADEMIC STANDARDS UPON WHICH A ROBUST AND COHERENT EDUCATIONAL SYSTEM CAN BE BASED. TO DATE, 45 STATES, THE DISTRICT OF COLUMBIA AND U.S. TERRITORIES HAVE ADOPTED THE COMMON CORE STATE STANDARDS IN BOTH ENGLISH LANGUAGE ARTS AND MATHEMATICS.

efile GRAPHIC print - DO NOT PROCESS As Filed Data - DLN: 93493196012515

Form **990**



Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990 and its instructions is at www.irs.gov/form990

OMB No 1545-0047

2014

Open to Public Inspection

A For the 2014 calendar year, or tax year beginning 01-01-2014, and ending 12-31-2014

B Check if applicable:

- Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C Name of organization NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION		D Employer identification number 46-0262694
Doing business as		E Federal tax number 17031684-4000
Number and street for P.O. box if mail is not delivered to street address; Room/suite	333 JOHN CARLYLE STREET NO 520	G Gross receipts \$ 3,256,503
City or town, state or province, country, and ZIP or foreign postal code ALEXANDRIA, VA 22314		

4a (Code) (Expenses \$ 300,936 including grants of \$ 21,000 | (Revenue \$ 440)

COMMON CORE STANDARDS IN 2009 THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND THE NATIONAL GOVERNORS ASSOCIATION IN PARTNERSHIP WITH THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION, ACHIEVE, ACT, THE COLLEGE BOARD LAUNCHED THE COMMON CORE STATE STANDARDS INITIATIVE, A STATE-LED PROCESS OF ADOPTING COMMON STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS ACROSS THE NATION. THIS INITIATIVE PROVIDES STATES WITH FEWER, CLEARER, AND HIGHER STANDARDS THAT ARE RESEARCH-AND-EVIDENCE BASED AND INTERNATIONALLY BENCHMARKED. HAVING COMMON STANDARDS IS A SIGNIFICANT AND HISTORIC MOVEMENT AS STUDENTS WILL NOW HAVE CLEARER AND CONSISTENT EXPECTATIONS ACROSS THE NATION, WHICH WILL HELP MINIMIZE ACADEMIC CHALLENGES WHEN MOVING ACROSS STATE OR DISTRICT LINES. BY ADOPTING THESE STANDARDS, STATES WILL BE BETTER EQUIPPED TO PREPARE STUDENTS WITH THE KNOWLEDGE AND SKILLS THEY NEED TO SUCCEED IN COLLEGE AND IN A CAREER WORKFORCE IN A GLOBAL ECONOMY. NASBE IS AN EQUAL PARTNER WITH THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS AND NATIONAL GOVERNORS ASSOCIATION ON THE COMMON CORE STANDARDS INITIATIVE. THE THREE ORGANIZATIONS ARE WORKING CLOSELY TOGETHER TO FACILITATE THE DIALOGUE RELATED TO STANDARDS IMPLEMENTATION. THE FOCUS OF THIS EFFORT IS TO ENGAGE STATE BOARDS OF EDUCATION, OTHER GOVERNING BODIES, AND THE LARGER PUBLIC IN SUPPORTING THE IMPLEMENTATION OF A RIGOROUS AND USEABLE SET OF ACADEMIC STANDARDS UPON WHICH A ROBUST AND COHERENT EDUCATIONAL SYSTEM CAN BE BASED. TO DATE, 45 STATES, THE DISTRICT OF COLUMBIA AND 3 U.S. TERRITORIES HAVE ADOPTED THE COMMON CORE STATE STANDARDS IN BOTH ENGLISH LANGUAGE ARTS AND MATHEMATICS.

HOME OUR WORK RESOURCES NEWS & INFO ABOUT

Press Releases

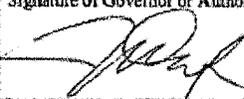
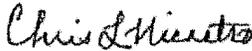
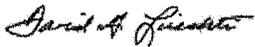
Three Longtime State Education Leaders Receive National Honor

October 11, 2014

Peter Herschend has served on the Missouri State Board of Education since 1991, having been reappointed five times by governors from both parties. He is currently the board president, a position he has held twice before, and when his term expires in 2015 he will have served on the state board for an unprecedented 24 consecutive years. Among the legislation borne of his board efforts is a state law that allowed the state board to establish the Show-Me Standards, performance-based assessments, and other measures. Policies he championed include approval of new high school graduation requirements, and end-of course exams for high school students. The awards are being presented at NASBE's national conference in Chicago on October 12. - See more at: <http://www.nasbe.org/latest-news/three-longtime-state-education-leaders-receive-national-honor/#sthash.bjN6BHEU.dpuf>

<http://www.nasbe.org/latest-news/three-longtime-state-education-leaders-receive-national-honor/>

RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor): State of Missouri, Office of the Governor Jeremiah W. (Jay) Nixon, Governor	Applicant's Mailing Address: Dept. of Elementary & Secondary Education PO Box 480, 205 Jefferson Street Jefferson City, MO 65101
Employer Identification Number: 44600987	Organizational DUNS: CCSR093746923
State Race to the Top Contact Name: (Single point of contact for communication) Robin Coffman	Contact Position and Office: Chief of Staff MO Dept. of Elementary & Secondary Education
Contact Telephone: 573.751.4446	Contact E-mail Address: Robin.Coffman@dese.mo.gov
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Jeremiah W. (Jay) Nixon	Telephone: 573.751.3222
Signature of Governor or Authorized Representative of the Governor: 	Date: 5/25/10
Chief State School Officer (Printed Name): Chris L. Nicastro	Telephone: 573.751.4446
Signature of the Chief State School Officer: 	Date: 5/25/2010
President of the State Board of Education (Printed Name): David G. Liechti	Telephone: 573.751.3563
Signature of the President of the State Board of Education: 	Date: 5/25/2010

II. DEFINITIONS

Common set of K-12 standards means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

V. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award

Search G

WHO WE ARE WHAT WE DO NEWS & EVENTS RESOURC

News & Events

Press Releases
 Current News
 News Archive
 Newsletters
 Meetings & Events
 My Events

Press Release

Wednesday, June 02, 2010

NATIONAL GOVERNORS ASSOCIATION AND STATE EDUCATION CHIEFS LAUNCH COMMON STATE ACADEMIC STANDARDS

Robust standards drafted by teachers, content experts, and leading researchers are the cornerstone of a state led effort to turn our nation's schools around.

Contact: Melissa McGrath melissa.mcgrath@ccsso.org 202-336-7034	Contact: Jodi Omear 202-624-5346
---------------------------------------------------------------------------------	-----------------------------------------------

Today, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, the Common Core State Standards, at Peachtree Ridge High School in Suwanee, GA. The English-language arts and mathematics standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and work.



Missouri State Board of Education

P.O. Box 460
 Jefferson City, MO 65102-0460
 Telephone (573) 751-4446
 Fax (573) 751-1179

Tuesday, June 15, 2010
 8:30 a.m.
 State Board of Education Room
 205 Jefferson Street, 1st Floor
 Jefferson City, MO 65101

No. 11587
 Consideration
 of Adoption of
 Common Core
 Standards
 (06/15/2010)

Mr. Ponder joined the meeting by teleconference for the presentation and vote of this item. It was moved by Rev. Archie, seconded by Mr. Still, to approve the adoption of the Common Core Standards.

Motion carried (Yes: 5, No: 1)

Vote: Yes Archie, Slaughter, Still, Liechti, Ponder
 No Damien

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY**Top 10 by 20 Initiative**

The key to Missouri achieving its goal of preparing all students to be college and career ready is in the development and implementation of a focused education reform plan that identifies specific goals and provides specific strategies implemented with precision and fidelity. To ensure the success of all students in the state, Missouri has implemented the Top 10 by 20 Initiative.

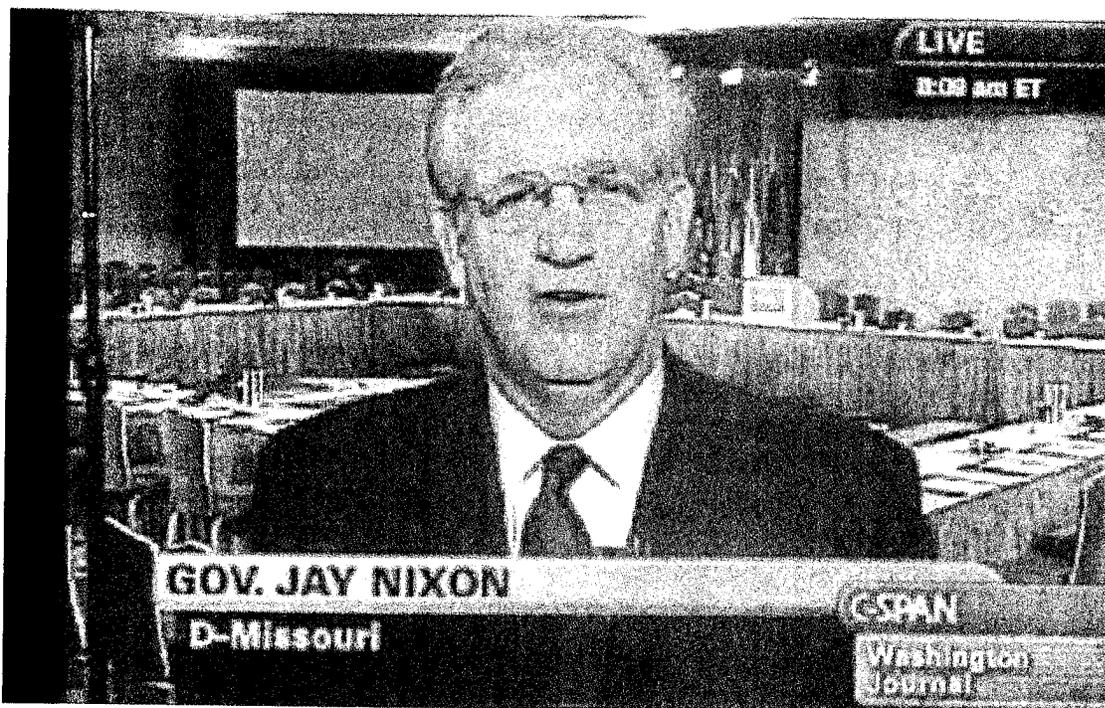
1B. Transition to College- and Career-Ready Standards

The State Education Agency (SEA) proposes to transition to and implement no later than the 2013-2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools. The following is an explanation of how this transition plan is likely to lead to all students - including English learners, students with disabilities, and low-achieving students - gaining access to and learning content aligned with such standards.

Context and Rationale

From 1993 until 2010, Missouri operated under highly regarded content and performance standards that specified what content students should know and be able to perform at each grade level and upon graduating from high school. Missouri's state standards have been acclaimed nationally as among the top three in the country; a perspective confirmed by close alignment between our statewide assessment scores and National Assessment of Educational Progress (NAEP) scores, indicating high cut scores for proficiency. However, it was confusing that many of Missouri's schools were already labeled as failing when schools of similar quality in other states were not due to differences in standards and the rigor of the assessments used from one state to the next. Over the past 10 years, the No Child Left Behind Act of 2001 (NCLB) has provided useful

Governor Nixon February 2009 Missouri education “Outstanding”



Margaret Spellings visited MO in 2008 during her tenure as US Secretary of Education. In a meeting with DESE and the SBE, after mentioning that Massachusetts' [#1] standards usually gets the limelight, said "It's a little known fact is that Missouri's standards are right up there and really, really strong."

<http://missourieducationwatchdog.com/common-core-enthusiast-didnt-get-the-memo>

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding
SMARTER Balanced Assessment Consortium
Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application
 CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of May 25, 2010, by and between the SMARTER Balanced Assessment Consortium (the "Consortium") and the State of Missouri, which has elected to participate in the Consortium as (check one)

An Advisory State (description in section e),

OR

A Governing State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2013.

Each State that is a member of the Consortium in 2014-2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014-2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014-2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

IN THE CIRCUIT COURT OF COLE COUNTY, MISSOURI

FRED N. SAUER,)	
ANNE GASSEL, and)	
GRETCHEN LOGUE,)	
)	Cause No. 14AC-CC00477
Plaintiffs,)	
)	Division II
vs.)	
)	
)	
JEREMIAH W. (JAY) NIXON, et al.,)	
)	
Defendants.)	

JUDGMENT

Court finds that the Smarter Balanced Assessment Consortium, a.k.a. Smarter Balanced, Smarter Balanced at UCLA, SBAC, and SB, is an unlawful interstate compact to which the U.S. Congress has never consented, whose existence and operation violate the Compact Clause of the U.S. Constitution, Article I, § 10, cl. 3, as well as numerous federal statutes; and that Missouri's participation in the Smarter Balanced Assessment Consortium as a member is unlawful under state and federal law.

Letter to Joint Education Committee Chair, State Representative David Wood

August 4, 2015

Representative David Wood
Chairman, Joint Education Committee

Cc: Senator Kurt Schaefer, Representative Kurt Bahr, Senator Ed Emery, Speaker Todd Richardson, Senate Pro Temp Dempsey, Kevin Gwaltney, Ph.D., Executive Director JEC

RE: This is to request that the following actions be taken prior to the August 26, 2015 meeting of the Joint Committee on Education: (1) withdraw the agenda item to hear testimony from workgroup chairs and replace with an initiative to conduct a cost analysis of the implementation of the Common Core State Standards Initiative (CCSSI) in Missouri; (2) if the committee wishes to hear the testimony of the workgroup chairs that, in addition to initiating a cost analysis, invitations to speak at the hearing scheduled for August 26, 2015 be extended to all members of the work groups so as to reduce the potential of bias and increase accuracy of information shared with committee members.

Chairman Wood,

A Missouri Times article, dated July 8, 2015, reported that as chair of the Joint Committee on Education, you have scheduled a hearing of chairpersons of academic work groups constituted by HB 1490 to determine decisions about the work of those groups.¹ The article stated that the committee would not hold public hearings, however, you were quoted as saying that only the chair of each work group committee would be invited to attend the August meeting. We have several concerns regarding this statement.

First, although HB 1490 Sec. 60.514, 4 lines 76-78 state, "The state board of education shall also solicit comments and feedback on the academic performance standards or learning standards from the joint committee on education . . . , it does not stipulate the type of feedback the joint committee should give. A review of RsMO 160.254 that gives statutory authority to form the joint committee on education and designates its functions, describe the functions as providing oversight of costs and feasibility studies associated with public school systems, rather than input on the content or process of developing academic standards. A consistent application of the role of the joint committee on education would be to investigate the cost and impact of implementation of the CCSSI to school districts in Missouri. To our knowledge, no such study has been conducted, especially with respect to the fact that the current royalty free license of the Common Core State Standards has no guarantee of permanence, nor has there been any acknowledgment of the vulnerability of the state to the potential for transfer of the privately held copyright without input or notice to the licensees. During committee hearings in 2014, Representative Monticello stated that she made attempts to obtain a cost-benefit analysis of the CCSSI in Missouri, but, received no information.

Second, as demonstrated at the April 2015 hearing of the State Board of Education and in the content below, at least one work group chair has been biased in her reporting of work group activity, omitting disclosure of mitigating circumstances that caused dissension in her work group. Content discovered in email communication between DESE personnel and a subset of the workgroup members discussed below indicates her bias may be attributable to the efforts of personnel at the

¹ <http://themissouritimes.com/19402/joint-education-committee-prepping-for-scholarship-evaluations-common-core-presentations/>

² <http://www.ifoic.org/cost-related-access-challenges-solutions-18-states>

Department of Elementary and Secondary Education (DESE) to control the outcome of the work groups.

Therefore, this is to request the following actions be taken prior to the August 26, 2015 meeting of the Joint Committee on Education: (1) withdraw the agenda item to hear testimony from workgroup chairs and replace with an initiative to conduct a cost analysis of the implementation of the CCSSI in Missouri; (2) if the committee wishes to hear the testimony of the workgroup chairs that, in addition to initiating a cost analysis, invitations to speak at the hearing scheduled for August 26, 2015 be extended to all members of the work groups so as to reduce the potential of bias and increase accuracy of information shared with committee members.

Supporting Evidence

Members of the Missouri Coalition Against Common Core filed a Freedom of Information Act request (FOIA) for communication between DESE personnel, ELA work group members, legislators and facilitators from May 1, 2014 through May 1, 2015. At first, we were informed that the cost of procuring the e-mails was \$5,000. The charging of exorbitant fees in an apparent maneuver to obstruct citizen review of public services was described in a March 13, 2015 AP article, *Cost-related access challenges, solutions in 18 states*.² Our solution to overcoming this obstruction was to file the FOIA through a cooperative legislator.

A review of just a sample of the e-mails confirmed that,

- (1) DESE personnel sought to nullify the intent of HB 1490 by actively seeking consultation and financial support from out-of-state and federally funded organizations dedicated to the implementation of the common core state standards;
- (2) DESE personnel sought external funding and misused federal funds to circumvent the intent of the legislation and hire facilitators to implement DESE's agenda and distribute DESE prepared materials; and
- (3) DESE personnel sought public media coverage of the disruption within an English language arts work group caused by a non-qualified member who had misrepresented his qualifications and his impartiality on the issue of Common Core in order to secure an appointment by then Speaker of the House Tim Jones.

Please note the following points and supporting e-mail content:

(1) DESE personnel sought consultation and financial support from out-of-state and federally funded organizations dedicated to the implementation of the Common Core State Standards. From the outset, after the passage of HB 1490, but before the Governor signed the bill, DESE actively pursued the counsel, services, and financial support of out-of-state organizations and individuals that administratively and financially support implementation of the Common Core State Standards. Organizations include the Washington, DC-based Center on Enhancing Early Learning Outcomes (CEELO)³; the National Institute for School Leadership (NISL)^{4,5}; the federally funded California

² <http://www.nfoic.org/cost-related-access-challenges-solutions-18-states>

³ CEELO @ National Institute for Early Education Research Rutgers, The State University of New Jersey 73 Easton Avenue New Brunswick, NJ 08901-1879

⁴ <http://www.nisl.net/foundation-support/>

⁵ NISL is organized and funded by Marc Tucker's National Center for Education and the Economy. Tucker served on the Common Core English Language Arts Feedback Committee, and has lobbied for the transformation of schools from institutions of education to workforce development for over three decades.

based Center on Standards and Assessment Implementation (CSAI)⁶ and the Central Comprehensive Center (C3)⁷ at the University of Oklahoma to control the work group standards development process.

For example, below is an e-mail from Ellen Balkenbush of the University of Oklahoma to DESE personnel, that includes an agenda for a later discussion with Sujie Chin, Director of Research for the Assessment & Standards Development Services (ASDS) program at WestEd in California, to discuss how to structure work group facilitation for the desired outcome.

From Balkenbush, Ellen K.
Date Tuesday, June 24, 2014 1:37 PM
To Franklin, Melia; Ellis, Jeremy (DESE); Muenks, Michael; Rehak, Janice
 Conference call related to Review of MO Learning Standards

Good afternoon All-

I am putting together a conference call with Sujie Chin of the Center on Standards and Assessment Implementation (CSAI) to have a conversation around her expertise and experience that might be helpful in preparing us for the upcoming facilitation (sic) of workgroups to review the MO Learning Standards (1490).

She has just completed similar work with the state of Indiana (and others), so I am thinking she may have some great insights for us.

AGENDA

**Central Comprehensive Center (C3)/
 Missouri Department of Elementary and Secondary Education (DESE)/
 Center on Standards and Assessment Implementation (CSAI)
 Student Learning Standards (Missouri House Bill [HB] 1490)
 Planning Conference Call
 July 7, 2014
 8:30 - 9:30 a.m. CT**

Purposes	<ul style="list-style-type: none"> ▪ Identify DESE's needs in addressing the review of the Missouri State Standards as required by HB 1490. ▪ Develop a plan to provide technical assistance, facilitation, and support.
Expected Outcomes	<ul style="list-style-type: none"> ▪ Identification of potential challenges ▪ Effective and efficient plan for facilitation of HB 1490 work groups, protocols, dates, and necessary materials ▪ Next steps

⁶ <http://www.csai-online.org/about>

⁷ <http://c3ta.org/>

Time	Item	Presenter
8:30 a.m.	Introductions and purpose of meeting	Ellen Balkenbush, C3 Missouri Technical Assistance (TA) Liaison
8:40	Discussion <ul style="list-style-type: none"> ▪ Overview of Missouri HB 1490 requirements ▪ Insights/lessons learned from similar work in other states ▪ Discussion of facilitation <ul style="list-style-type: none"> ○ Dates ○ Potential conflicts ○ Training/preparation ○ Protocols ○ Materials ○ Next steps 	<ul style="list-style-type: none"> ▪ Sharon Helwig, DESE Assistant Commissioner ▪ Sujie Shin, CSAI Assistant Director ▪ All participants
9:30	Adjourn	

(2) DESE sought external funding to circumvent the intent of the legislation and hire facilitators to implement DESE's agenda and distribute DESE prepared materials. HB 1490 neither required nor implied that DESE personnel actively participate in the standards development process as agents of the state of Missouri; and, though Section 160.526. 3 specified the qualifications of workgroup members and authorized only members to develop Missouri's academic standards in four subject areas, DESE sought funds from NISL to contract and actively work with hand-picked facilitators and certain work group members between work group meetings to develop strategies designed to "shape the House Bill 1490 work groups," that is, to interfere in the work of the groups and keep discussions and decisions of the groups in favor of keeping the privately copyrighted Common Core Standards.

Note in the e-mail between Melia Franklin and Michael Muenks and Teri Longley (below) that Ms. Franklin asks for financial support only for the expenses associated with hiring trained facilitators. She does not mention covering the expenses of Missouri teachers or citizens who are providing a public service to the state in an effort to develop academic learning standards in public domain. The succeeding e-mails verify that the intent of DESE is only to fund hired facilitators and note-takers, making no effort to reimburse teachers or citizens, thereby, discriminating against them.

From: Helwig, Sharon
Sent: Tuesday, August 26, 2014 3:07 PM
To: LePage, Shari
Subject: Question

Shari,

As we're getting logistics for these work groups put together for HB 1490, we're going to run into 80-90 thousand quickly. I talked briefly with Andy about whether or not we might try for a supplemental budget request. Is that a possibility? Initially, when we talked in ELT, we just said we wouldn't be able to pay for the participants and I was going

to get our regional Technical Assistance Center (MC3) to pay for facilitators. But, now, MC3 can't find anyone who's not joined at the hip with Common Core, and we need to pay for people to make this happen.

So, I will talk to ELT tomorrow about this. But wanted to alert you as well. We could probably piece together money from curr, assessment (although it's really not assessment), but that would take a huge chunk of what little we get for curriculum.

From: Franklin, Melia
Sent: Wednesday, September 03, 2014 9:23 PM
To: Muenks, Michael; Longley, Teri
Cc: Balkenbush, Ellen K.; Helwig, Sharon; Ellis, Jeremy (DESE)
Subject: HB 1490 aid

Hello,

In order to best build capacity of those serving in Missouri's Department of Elementary and Secondary Education, the Office of College and Career Readiness is seeking the aid and input of NISL (National Institute of School Leaders) certified trainers to shape the House Bill 1490 workgroup sessions.

We are respectfully requesting that C3, dedicated to supporting such capacity, support these efforts financially. Attached is a spreadsheet enumerating the expenses DESE will encounter as a result of these meetings.

Thank you for taking this proposal into consideration.

Melia Franklin, Ed.D. | Director of English Language Arts | Office of College and Career Readiness

From Ellis, Jeremy (DESE)
Date Thursday, September 04, 2014 8:51 AM
To 'Jay Roth'
Subject RE: Digital Library probs AGAIN

We talk you listen! Just kidding.

We will discuss 1490 and what we are attempting to do with the committees. We will go over the logistics and agenda for the initial meeting. We discussed Do's and Don'ts with the committees. We discussed some worst case scenarios and how we may react if they happen. We have a PowerPoint presentation that will be used in all 8 groups as an introduction to standards. We will go over it and ask for your input.

We had some great feedback from the first group we had in last week.

Jeremy Ellis | Director of Mathematics | Office of College and Career Readiness

From: Mike Price
Sent: Monday, November 03, 2014 12:23 PM
To: LePage, Shan
Subject: common core meetings

Shan – I'm guessing you've seen this - http://www.stltoday.com/news/local/department-appointed-facilitators-note-takers-paid-per-replacement-common-core/article_aedf9544-3a81-51f1-97a8-e198229cdf9d.html

Can you give me a breakdown of the approps used/funds spent for these note takers and facilitators? Thanks.

Michael Price
 Director - House Appropriations
 B-20, State Capitol

The following e-mail indicates that DESE personnel appear to have misappropriated federal Title II funds to cover costs associated with facilitators and notetakers who would exercise control over the work groups. The public is repeatedly told that standards are not curriculum⁸, however, Dr. Sharon Helwig verifies that control of the work groups constituted for the development of Missouri's academic standards would be financed through funds dedicated to the development of curriculum.

From: Beck, Andrea
Date: Tuesday, November 04, 2014 12:25 PM
To: Muenks, Michael
Subject: FW: common core meetings

Michael, you are using Title II or assessment funds, right?

From: Helwig, Sharon
Sent: Tuesday, November 04, 2014 9:32 AM
To: Lankford, Ronald
Subject: RE: common core meetings

We have used Title II funds allotted to curriculum for this.

Sharon (Hoge) Helwig, Ph.D. | Assistant Commissioner | Office of College and Career Readiness

(3) Persons and personnel associated with DESE caused conflict within the ELA work group and sought public media coverage of the disruption. The e-mail immediately below verifies that Mr. Nick Kremer was associated with DESE and he has been the primary instigator of conflict within the academic standards workgroup; and that DESE Communications Coordinator, Sarah Potter,

⁸ <http://cfelml.ee.edublogs.org/2013/07/26/common-core-standards-and-smarter-balanced-assessment/>

contacted newspaper reporters to publicize the conflict and discredit the work of the groups. Nick Kremer, who had previously very publicly supported the Common Core Standards on behalf of DESE and went to far as to call those who opposed them “crazy”⁹, was a major focus of conflict in the ELA 6-12 work group. Note in the e-mail immediately below, dated just before the passage of HB 1490, Mr. Kremer describes his association with DESE’s former Director of English Language Arts, Diane Audley, and his commitment to maintaining Common Core Standards as Missouri Learning Standards. Also, note in the follow-up e-mail, the confirmation of DESE’s current Director of English Language Arts, Melia Franklin, to maintaining the Common Core ELA standards.

From: Nick Kremer
Sent: Monday, May 05, 2014 11:01 AM
To: Julie Knernschild; Franklin, Melia; Helwig, Sharon
Cc: Leslie Trogdon
Subject: RE: SB 815

Sharon/Melia/Sharon,

We have and continue to be actively working in Columbia to rally teachers in opposition to the standards revision aspects of SB 815/HB 1390 highlighted below, but in the unfortunate event that a final bill with those provisions does indeed become law, I want to be the first to volunteer to serve on the ELA standards committee. If we cannot get the full legislature to put politics aside long enough to sensibly understand the merits of the existing standards and the significant setbacks that revising them would cause, than I am cautiously optimistic that the case can be made and won at the committee level.

I served on Diane Audsley’s Missouri Core Academic Standards transition team several years ago and have been vocally and passionately advocating in favor of the standards throughout the state ever since. Under my leadership, Columbia Public Schools has designed and been implementing its own SBAC-inspired interim assessment system for the past two years. I am articulate, political-savvy, and fully-committed to the standards. If push comes to shove, help me help us all... :-)

And in the meantime, please don’t hesitate to let me know how I can be of greater assistance in the fight at-hand!

Sincerely,
 Nick Kremer
 Coordinator of Language Arts 6-12
 Coordinator of Social Studies K-12
 Columbia Public Schools

⁹ <https://youtube/Y3QrwfVTTsk>; education.missouri.edu/orgs/mper/files/OpCoMinutes011520131.doc

From Franklin, Melia
Date Monday, May 05, 2014 2:57 PM
To 'Nick Kremer'
Subject RE: SB 815

Nick,

Please know that you'll be on the top of the list, should push come to shove. I don't know the degree to which we (DESE) will have a voice in who may be selected for the committees, but any man who'd name his son Atticus is A-#1 in my book. Thanks for your support and for staying the course!

Melia Franklin, Ed.D. | Director of English Language Arts | Office of College and Career Readiness

From Potter, Sarah
Date Tuesday, December 02, 2014 8:31 AM
To McKinney, Roger, rkeller@columbiatribune.com
Subject FW: Read this ASAP!

Roger or Rudi,

I thought you might be interested in the situation happening this morning in the 6-12 English language arts standards setting meeting. A Columbia Schools employee and curriculum person, Nick Kremer, is being removed by Speaker Tim Jones after he appointed him to the committee. There was no mechanism in HB 1490 to remove work group members, but he is trying. You can see Nick's emails below on the situation.

We'd appreciate if someone from the Columbia Tribune could cover this. Email me with questions. I'll be in a meeting this morning.

The meeting is in the 5th floor conference room at 205 Jefferson Street in Jefferson City. Let me know if you're coming.

Thanks,
 Sarah Potter | Communications Coordinator

From: Nick Kremer [mailto:NKremer@cpsk12.org]
Sent: Monday, December 01, 2014 11:11 PM
To: Franklin, Melia; Helwig, Sharon
Subject: Read this ASAP!

Melia/Sharon,

Major FYI (and apologies for the short notice!):

I have it on reliable authority that the Speaker will be issuing a statement tomorrow morning that officially declares his removal and replacement of me on our committee; he

will be calling into question my years of experience as a source of legitimacy for his actions. My replacement is expected to be in attendance at our meeting. I have been informed that the Speaker also intends to send staff members and Capital police to our meeting room to help ensure his desired outcome.

We start at 8:00 AM. I have to be at a meeting in Columbia until 9:00, but I believe that my committee is going to vote to disregard the Speaker's actions until a court of law establishes he has the authority to make them (as the bill does not explicitly give him that power). Some media outlets have been notified of the fireworks that are likely to ensue. Assuming all goes well, I plan to head down mid-morning...

- Nick

From Potter, Sarah
Date Tuesday, December 02, 2014 10:35 AM
To A.Stuckey-at-post-dispatch.com
Subject Nick Kremer

Alex,

Here is the situation. Columbia Schools employee and curriculum person, Nick Kremer, is being removed by Speaker Tim Jones after he appointed him to the committee. There was no mechanism in HB 1490 to remove work group members, but he is trying. You can see Nick's emails below on the situation.

We'd appreciate if someone from the Post could cover this. Email me with questions. I'll be in a meeting this morning.

The meeting is in the 5th floor conference room at 205 Jefferson Street in Jefferson City. Let me know if you're coming

Thanks,
 Sarah Potter | Communications Coordinator

From: Potter, Sarah
To: McKinney, Roger; Keller, Rudi
Subject: FW: Read this ASAP!
Importance: High
 Roger or Rudi.

I thought you might be interested in the situation happening this morning in the 6-12 English language arts standards setting meeting. A Columbia Schools employee and curriculum person, Nick Kremer, is being removed by Speaker Tim Jones after he appointed him to the committee. There was no mechanism in HB 1490 to remove work group members, but he is trying. You can see Nick's emails below on the situation.

We'd appreciate if someone from the Columbia Tribune could cover this. Email me with questions. I'll be in a meeting this morning.

The meeting is in the 5th floor conference room at 205 Jefferson Street in Jefferson City. Let me know if you're coming.

Thanks,

Sarah Potter | Communications Coordinator

A final concern -- you are quoted in the Missouri Times as saying, "If we drastically change standards and everything, you're looking at a significant burden for our teachers." Chairman Wood, the "sunken cost fallacy" to which you refer is far more dangerous than a temporary burden on our teachers and schools which the citizens of Missouri did not instigate. A far greater concern is the loss of Missouri's control over education of its citizens due to the potential transfer of the copyright of the Common Core State Standards held by non-governmental organizations not accountable to Missourians, or the uncontrolled costs associated with the royalty that for now is free, but that cost is not guaranteed in perpetuity. Recall that the State Board of Education never produced a cost-benefit analysis. Also, be aware that education publishing companies such as Pearson and McGraw Hill Education have been suffering profit losses consistently for several quarters, and will be positioning to ensure their solvency with public tax dollars spent on implementation of the CCSSI.

Summary

As stated in our concerns and shown in the e-mails above, DESE and persons associated with DESE's agenda to implement the Common Core State Standards Initiative have deliberately worked to ensure that the intent of HB 1490 to *develop* academic standards in the public domain is denied and the status quo, that is implementing privately copyrighted Common Core State Standards, is maintained. In her latest committee report to the State Board of Education on the progress of the work groups, the chair of the 6-12 English language arts group, Ms. Kari Skeeters, did not report reasons for dissension in her group, omitting egregious violations of protocol and HB 1490 and acts of discrimination by DESE. It was during the public hearing portion of the meeting when other group members were allowed to speak that the state board heard evidence about the group's work that the chair did not report.

If you or other members of the Joint Committee on Education make decisions about the Common Core Standards without a report of costs, or have made a decision about the work of the academic standards groups a priori, the intent of HB 1490 is violated and the work of the academic standards work groups could be for naught. Their charge was to protect Missouri's sovereignty over the education of its children and develop quality standards for their subject areas that would make our students college and career ready. They were encouraged to seek outside expertise and consider the work of the Missouri Curriculum Alignment Initiative, not ensure that they were not going to upset too many Missouri teachers with too drastic of changes. Several groups have been moving forward with these instructions. We hope that the Joint Education Committee is respectful of their efforts and the intent and the letter of the law.

Your work to restore accountability of state government to the public is very much appreciated. We respectfully ask that you act on our request prior to the August 26 meeting of the Joint Education Committee so that members of the committee may get a balanced report of costs associated with implementing the CCSSI and the progress of the work groups.

We look forward to supporting your work in the future on our behalf. Please don't hesitate to contact any one of us if you have any questions

Sincerely,

Mary Byme, Ed.D.
417-818-1261

Anne Gassel
636-448-2124

Gretchen Logue
314-378-6568

Missouri Coalition Against Common Core

CAPITOL OFFICE

State Capitol
201 West Capitol Avenue
Jefferson City, MO 65101-6806
Phone: 573-751-9768
Kurt.Bahr@house.mo.gov

Legislator Assistant
Nina Dean
Nina.dean@house.mo.gov

**COMMITTEES**

Vice Chair – Children and
Families and Persons with
Disabilities

Member

Veterans

Small Business

Elementary and Secondary
Education

Professional Registration

Kurt M. Bahr

State Representative
District 102

Dear Work Group Member,

As the sponsor of HB 1490, I would like to thank you for agreeing to serve the people of Missouri. You have been challenged to write the standards for our most vital resource, our children. I truly appreciate your sacrifice for our children, parents, teachers and citizens in Missouri.

To facilitate your task, I thought I would take you through the few guidelines that are now statute under HB 1490. It is important that the few rules we put in the law are followed so that it is not later litigated.

First of all, please understand under in HB 1490 nobody is in charge of the work groups, not DESE (Department of Elementary and Secondary Education) or the Legislature. HB 1490 just tasked the State Board of Education to convene work groups. They are not in charge of the work groups. There is nothing in the legislation telling the work groups how to operate. Thus, you are free to operate any way you choose.

There is nothing in the law that says you may only meet three times. In fact, we realize that you need to meet more than three times. You could choose the time, day of the week, and location as a group. You may use conference calls and Skype. Your work group is free to meet as is best for them. The three meetings are not for the work groups, they are for the State Board of Education.

Finally, HB 1490 states that all standards taken from other sources are in the Public Domain. That means you cannot use copyrighted standards in developing new standards for Missouri. To date, the only copyrighted standards this office is aware of is Common Core.

You were chosen because we believe you will hold the children and parents' best interest at heart.

I thank you so much for being here.

Thank you,

A handwritten signature in black ink that reads "Kurt Bahr".

Kurt Bahr

State Representative, District 102



LIEUTENANT GOVERNOR OF MISSOURI
JEFFERSON CITY
65101

PETER D. KINDER
LIEUTENANT GOVERNOR

STATE CAPITOL ROOM 224
OFFICE PHONE: (573) 751-4727

Joint statement from:

Lieutenant Governor Peter D. Kinder
Senate Pro Tem Tom Dempsey
Speaker of the House Tim Jones
Senator Ed Emery
Rep. Kurt Bahr

**Lieutenant Governor, Legislative leaders
Issue Statement Clarifying HB1490 Work Groups**

“HB1490 was designed to vest in the Education Work Groups the power to shape recommendations for academic standards absent influence from bureaucrats and politicians. Under the law, after DESE convened the initial meeting, the power shifts to the groups alone to guide themselves each month with the goal of delivering their best academic standards recommendations by Oct. 1, 2015. There exists no authority in the statute for DESE to dictate the deliberations of these work groups, nor even to guide their deliberations after the initial organizing meetings held yesterday, unless invited to do so by individual work groups.”

Peter Kinder Tom Dempsey

Tim Jones

Ed Emery

Kurt Bahr

State of Missouri

ESEA Flexibility Request

Revised March 31, 2015

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

- Ensure that teachers are effective and able to improve instruction by:
 - Reviewing the effectiveness of teachers using an evaluation system that adheres to the state's seven essential principles of effective evaluation.

Essential Principles of Effective Evaluation

In August 2013, the Missouri State Board of Education adopted a rule establishing the seven principles of effective evaluation. The rule states that "school districts not electing to adopt the state model shall align their local evaluation process to these same principles and shall submit their process to the department for review and approval."

School districts submit for approval the details regarding their local evaluation process through Screen 18a of the Core Data System of Missouri's Department of Elementary and Secondary Education. Through this submission, school districts indicate their alignment to the essential

Principle 1: Performance of educators is measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.

- Educator performance targets are research-based and proven.
- Performance targets align to appropriate state and national standards.
- Performance targets articulate essential practices.
- Performance targets are clearly articulated.
- Performance targets of the educator link to improvements in student learning.

THE NATIONAL ACADEMIES

Advisers to the Nation on Science, Engineering, and Medicine

Division of Behavioral and Social Sciences and Education
Board on Testing and Assessment

500 Fifth Street, NW
Washington, DC 20001
Phone: 202 334 2353
Fax: 202 334 1294
Email: bota@nas.edu
www.nationalacademies.org

October 5, 2009

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W329
Washington, DC 20202

Dear Mr. Secretary:

This letter offers comments concerning the Department's Proposed Regulations on the Race to the Top (RTT) fund of the American Recovery and Reinvestment Act of 2009 (74 Fed. Reg. 37804, proposed July 29, 2009) from the Board on Testing and Assessment of the National Research Council. (See Attachment A for a list of members.) The comments reflect a consensus of the Board.

Under National Academies procedures, any letter report must be reviewed by an independent group of experts before it can be publicly released, which made it impossible to complete the letter within the public comment period of the *Federal Register* notice.¹ However, we hope that the Department will still find these comments helpful in revising the RTT plans.

The Board on Testing and Assessment stands ready to assist the federal government, Congress, and the states in addressing issues concerning the use of evidence to improve educational opportunities for the nation's young people.

Sincerely yours,



Edward H. Haertel, *Chair*
Board on Testing and Assessment

that will one day become operational. However, BOTA has significant concerns that the Department's proposal places too much emphasis on measures of growth in student achievement (1) that have not yet been adequately studied for the purposes of evaluating teachers and principals and (2) that face substantial practical barriers to being successfully deployed in an operational personnel system that is fair, reliable, and valid.

REFERENCE COPY

FILE: GCN
Critical

EXPLANATION: EVALUATION OF PROFESSIONAL STAFF

This policy was revised at the request of the Department of Elementary and Secondary Education (DESE) as a way of helping districts understand that student growth must be part of the evaluation process.

This policy was also revised to reflect the requirements of House Bill 1490 (2014) that prohibits the sharing of evaluation results with state and federal agencies. MSBA has also included language from state law describing the essential principles that must be incorporated in all evaluation procedures and made changes in wording for clarity and consistency with standards approved by the State Board.

DESE has a wealth of information on incorporating student performance data into the evaluation process on its website at:

<http://dese.mo.gov/educator-growth-toolbox/student-growth-data>

The DESE website also has information on implementing the evaluation process (Effective Evaluation Implementation Rubric):

<http://dese.mo.gov/sites/default/files/Effective-Evaluation-Implementation-Rubric.pdf>

The Missouri Teacher Standards adopted by the Missouri State Board of Education are available at:

<http://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

REFERENCE COPY

FILE: GCN
Critical

EVALUATION OF PROFESSIONAL STAFF

The Board requires a program of comprehensive, performance-based evaluations for the teachers and other professional staff members it employs in order to ensure high-quality staff performance that improves student achievement. Evaluation instruments used by the district will minimally reflect the ~~standards for evaluation of professional staff~~ Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education (State Board). Pursuant to these principles, the evaluation process should:

1. Use research-based performance targets aligned with state standards;
2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;
3. Be aligned with the probation period for the educator as specified in state law and provide for the accurate and appropriate accumulation of performance data;
4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;
5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;
6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate and reliable; and
7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

Evaluation of Professional Staff Other Than Teachers

All professional staff members contribute toward the achievement of the district's students and the overall success of the district. To ensure continuous improvement and growth, the supervisors of professional staff members or their designees will set performance goals in consultation with the employee, conduct continuous performance evaluations and complete a written summative evaluation annually.

Teacher Evaluations

FILE: GCN
Critical

REFERENCE COPY

The superintendent or designee ("evaluator") will annually complete a summative evaluation of the performance of the district's teachers in the district using an evaluation instrument that incorporates the Essential Principles of Effective Evaluation as adopted by the State Board.

The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of teachers in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP) and, where applicable, building improvement plans (BIPs). Results of the evaluation will inform employment decisions, but may not be the only factor considered.

The superintendent or designee, in consultation with the district's teaching staff, will develop procedures and instruments for professional staff evaluation and will be approved by the Board.

Teacher Evaluation Standards

Teachers in the Lathrop R-II School District will be held to the following standards: The evaluator will measure performance based on the Missouri Teacher Standards. In accordance with these standards, detailed below, the teacher must demonstrate the knowledge and ability to ensure the success of all students.

1. *Content Knowledge Aligned with the Appropriate Instruction:* The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) taught and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
2. *Student Learning, Growth and Development:* The teacher understands how students learn, develop and differ in their approaches to learning and. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.
3. *Curriculum Implementation:* The teacher recognizes the importance of long-range planning and curriculum development and. The teacher develops, implements and evaluates curriculum based on student, district and state standards data.
4. *Critical Thinking:* The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem-solving and performance skills, including instructional resources.
5. *Positive Classroom Environment:* The teacher uses an understanding of individual/and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

REFERENCE COPY

FILE: GCN
Critical

6. *Effective Communication*: The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration and supportive interaction in the classroom.
7. *Student Assessment and Data Analysis*: The teacher understands and uses formative and summative assessment strategies to assess the learner's progress; and uses classroom and standardized assessment data to plan ongoing instruction; The teacher monitors the performance of each student and devises instruction to enable students to grow; and develop, and makemaking adequate academic progress.
8. *Professionalism*: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others and. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. *Professional Collaboration*: The teacher has effective working relationships with students, parents/guardians, school colleagues and community members.

Counselor and Librarian Evaluation Standards

The district adopts the model standards for librarians and counselors developed by the Department of Elementary and Secondary Education and adopted by the State Board.

Recordkeeping

A copy of the professional staff member's summative evaluation and supporting documentation will be kept in the employee's personnel file.

Evaluation Records

The summative evaluation and any written responses by the teacher or professional staff member will be maintained in the employee's personnel file in accordance with the state retention manuals applicable to schools. The district will not share the evaluation with any state or federal agency unless it is required by law to do so.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 11/13/1991

SCHOOLS: The Missouri School Boards'
 SCHOOL BOARD ASSOCIATION DUES: Association is a "quasi-public
 SCHOOL BOARDS: governmental body" as defined in
 SUNSHINE LAW: Section 610.010(2), RSMo Supp.
 1988, and subject to the
 provisions of Chapter 610, RSMo, the Sunshine Law.

December 22, 1988

OPINION NO. 103-88

The Honorable Tom McCarthy
 Senator, District 26
 State Capitol Building, Room 427
 Jefferson City, Missouri 65101



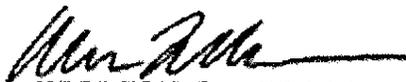
Dear Senator McCarthy:

This opinion is in response to your question asking whether the provisions of Chapter 610, RSMo, commonly known as Missouri's "Sunshine Law," are applicable to the Missouri School Boards' Association (hereinafter "the Association"). A memorandum accompanying your question states that the Association is incorporated as a not-for-profit corporation under Chapter 355, RSMo. The memorandum also notes that Section 162.011, RSMo 1986, authorizes a local school board to use money in the incidental fund of the district to pay membership dues to the Association.

CONCLUSION

It is the opinion of this office that the Missouri School Boards' Association is a "quasi-public governmental body" as defined in Section 610.010(2), RSMo Supp. 1988, and subject to the provisions of Chapter 610, RSMo, the Sunshine Law.

Very truly yours,


 WILLIAM L. WEBSTER
 Attorney General

From: [Kerry, Col](#)
 To: [Lambert, Ronald](#)
 Cc: [Coffman, Brian](#); [Bauer, Dennis](#)
 Subject: Initiative Petition 14-024
 Date: Tuesday, March 26, 2013 8:16:54 AM

Please note that the Commissioner made some changes to the attached document.

**COMMITTEE ON LEGISLATIVE RESEARCH
 OVERSIGHT DIVISION
 (573) 751-4143**

*Kelli -
 Keep
 copy &
 forward one
 to
 Ron*

Enter requested data in the following cells. This information will be used throughout the Fiscal Note Worksheet.

Agency: <u>DESE</u>
Division: <u>Admin & Financial Svcs</u>
Preparer: <u>Rich Villmer</u>
Telephone: <u>751-7166</u>
Date Prepared: <u>3-25-13</u>
E-mail: <u>Rich.Villmer@desecmd.gov</u>
Fiscal Note: <u>Initiative Petition 14-024</u>
Approval Signature: _____

Create additional state fund worksheets by clicking the "Create new State Fund" button and following prompts. General Revenue has already been provided. **IF YOU NEED TO CREATE ADDITIONAL FEDERAL FUNDS, you MUST create them BEFORE creating your state funds. See button and instructions below!**

Hyperlinks to Various Worksheet Tabs

- [Initiatives](#) [Summary of Fiscal Impact](#) [Overview - Questions](#)
- [General Revenue and tab](#) [Federal fund tab](#) [Local](#) [Worksheet Troubleshooting Form](#)
- [Comments memo](#) [Technical Memo](#) [Statement of No Change](#)

Note: A few select agencies require more than one Federal fund; this button can be used to create additional funds. If you do create additional federal funds, leave the default "Federal" fund worksheet blank. It will remain on the Fiscal Impact Summary sheet with zero impact and your custom-created funds will display with correct federal fund totals.

FISCAL ESTIMATE WORKSHEET
OVERSIGHT DIVISION (573)751-4143
FAX (573)751-7681

FISCAL NOTE: Initiative Petition 14-024
0

Transactions

SUMMARY OF FISCAL IMPACT

Type of Fiscal Note Response: original

Agency: DESE Date: 3-25-13
 Division: Admin & Financial Svcs Telephone: 751-7166
 Preparer: Rich Villmer E-Mail Address: Rich.Villmer@desec.mo.gov
 Preparer's Signature: _____ No Impact on Agency: _____
 Approval Signature: _____ No Local Fiscal Impact: _____
 Oversight Analyst: 0

Note: if both of the "no impact" lines are checked, you only need to complete the "Summary of Fiscal Impact" and "Overview" worksheets.

Create and complete separate worksheets for each state fund affected. Insert here Worksheet

ESTIMATED NET EFFECT ON STATE FUNDS

Fund Affected	FY 2014	FY 2015	FY 2016
General Revenue	\$0	\$0	\$0
Total Estimated Net Effect on All State Funds	\$0	\$0	\$0

ESTIMATED NET EFFECT ON FEDERAL FUNDS

Federal Funds	\$0	\$0	\$0
Total Estimated Net Effect on All Federal Funds	\$0	\$0	\$0

ESTIMATED NET EFFECT ON LOCAL FUNDS

Local Funds	(potential for significant cost unknown costs)	(potential for significant cost unknown costs)	(potential for significant unknown costs)
Total Estimated Net Effect on All Local Funds	(potential for significant unknown costs)	(potential for significant unknown costs)	(potential for significant unknown costs)

"cost unknown" in each box

FISCAL ESTIMATE WORKSHEET

FISCAL NOTE: Initiative Petition 14-024

Fiscal Note Worksheet

BILL NO: 0

Instructions

Instructions

Instructions

Assumptions

beyond what is currently in the ESEA waiver.

DESE assumes this initiative will have no cost on the agency. ~~The potential exists for local school districts to incur significant integration costs, as well as development and implementation costs.~~ School districts electing to adopt the Missouri Educator Evaluation System developed by the Department of Elementary and Secondary Education should incur no cost in the development of the evaluation instrument mandated under the proposed amendment. Should districts choose to develop and implement their own evaluation instruments, the costs to those districts are unknown.

<http://dese.mo.gov/communications/news-releases/missouri-education-department-chooses-vendor-assessments>



Missouri Education Department Chooses Vendor for Assessments

Home

Mon, 10/07/2013 - 03:46

The Missouri Department of Elementary and Secondary Education has chosen CTB/McGraw-Hill for a new statewide assessment contract beginning with the 2014-15 school year. The Department's current contracts with CTB/McGraw-Hill for the administration of the Missouri Assessment Program (MAP) expire with the spring 2014 test administrations. The new contract includes all required assessments in English language arts, mathematics, science, and social studies. The scope of the work addresses item development, test administration, scoring, security and reporting.

The purpose of the state's new assessments is to help inform better teaching and better learning. The new tests will assess the deeper knowledge students need for success after they graduate from high school. The assessments are integral to accomplishing Missouri's top 10 by 20 initiative goal of all students graduating ready for college, postsecondary training or a career.

Common Core and Assessment | News

Brief: Missouri Chooses CTB/McGraw-Hill to Administer Online Assessments

By Kanoë Namahoe | 10/31/13

<https://thejournal.com/articles/2013/10/31/brief-missouri-chooses-ctb-mcgraw-hill-to-administer-online-assessments.aspx>

The Missouri Department of Elementary and Secondary Education has selected CTB/McGraw-Hill to administer its online assessments starting with the 2014-2015 school year. The assessments are designed to measure progress toward Common Core State Standards.

According to a statement from CTB/McGraw-Hill, the contract covers English language arts and math interim assessments; English language arts, math, and science grade-level and end-of high school summative assessments; and English language arts, math, science, and social studies high school end-of-course assessments.

The state's new assessments are part of its "Top 10 by 20" program, which is designed to ensure that all high school graduates are sufficiently prepared for college or entry into the workforce.

<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116>

NCLB Part A — Improving Basic Programs Operated by Local Educational Agencies

Subpart 1 — Basic Program Requirements

(3) ACADEMIC ASSESSMENTS-

(A) IN GENERAL- Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards, except that no State shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007-2008 school year.

(B) USE OF ASSESSMENTS- Each State educational agency may incorporate the data from the assessments under this paragraph into a State-developed longitudinal data system that links student test scores, length of enrollment, and graduation records over time.

(C) REQUIREMENTS- Such assessments shall--

(i) be the same academic assessments used to measure the achievement of all children;

(ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;

(iii) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards;

<http://files.eric.ed.gov/fulltext/ED484538.pdf>

and

<http://www.gao.gov/assets/120/116034.pdf>

COOPERATIVE AGREEMENT
Between the
U.S. DEPARTMENT OF EDUCATION
and the
SMARTER BALANCED ASSESSMENT CONSORTIUM
and the
STATE OF WASHINGTON
(fiscal agent)

Date: January 7, 2011. PR/Award #: S395B100003

APPENDIX F: RTTA PROGRAM REQUIREMENTS
(attached for reference purposes)

These requirements are from the RTTA NIA published in the *Federal Register* on April 9, 2010, pages 18174-18175:

An eligible applicant awarded a grant under this category must—

1. Evaluate the validity, reliability, and fairness of the summative assessment components of the assessment system, and make available through formal mechanisms (e.g., peer-reviewed journals) and informal mechanisms (e.g., newsletters), and in print and electronically, the results of any evaluations it conducts;



Quarterly Report

YEAR 4 QUARTER 1 (OCTOBER-DECEMBER 2013)



Quarterly Report YEAR 4 QUARTER 1 (OCTOBER-DECEMBER 2013)

Executive Summary (continued)

packaging format. To assist member states in planning for the operational assessment, a device certification process was released to verify devices for use with Smarter Balanced assessments. Smarter Balanced also released two documents to assist states in developing test delivery requests for proposals and designed a new Training Test to provide students with opportunities to practice newly-developed tools and item types. Additionally, the Technology Framework and Testing Device Requirements documents were updated and posted to smarterbalanced.org.

Accessibility: Smarter Balanced initiated translations of test items and support materials intended for use on the Field Test and the operational assessments. This work is in addition to American Sign Language (ASL) video translations for Practice Test mathematics items and ELA/literacy listening stimuli and items, which are already underway.

In conjunction with the National Center for Education Outcomes (NCEO), Smarter Balanced developed frequently asked questions (FAQs) to accompany the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines approved earlier this year. States contributed significantly to this development effort, identifying key questions and providing applicable answers. The resulting document has been posted on the Smarter Balanced website at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/12/SmarterBalanced_Guidelines_FAQ.pdf.

Mathematical Reasoning: In October, Smarter Balanced held a two-day meeting for 20 experts in mathematics, technology, and scoring, to discuss ways to improve the measurement of mathematical reasoning and enhance associated technologies. A research agenda was developed to prioritize activities that expand what can be measured via online assessments. Fifty prototype items were developed to elicit mathematical reasoning from students and to explore more efficient scoring methods; these items will be included in the spring 2014 Field Test.

Organization: Governing States elected Michael Muenks of Missouri, and reelected Michael Hock of Vermont and Beverly Young (higher education representative) of California, to the Executive Committee. All three terms run through September 30, 2014.

Sustainability: The Consortium's sustainability planning advanced on multiple fronts this quarter, including agreements with UCLA on draft language for Memorandum of Understanding (MOU) terms of agreement; planning for certification of vendors to administer the operational assessment; and establishment of bylaws for the successor organization. The Michigan Department of Education released a report this quarter evaluating 12 assessment vendor options for measuring student progress toward college and career readiness. Smarter Balanced stands out as the clear assessment option. The report and its appendices may be accessed at <http://www.michigan.gov/mde/0,1607,7-140-22709---00.html>.

Procurement: RFP-21 (Standard Setting) was posted on October 30. Two proposals were received on December 18. Proposal evaluation began on December 23, with a committee of representatives from the Validation and Psychometrics/Test Design Work Group, higher education, TAC and external experts, Executive Committee and executive staff members, and Smarter Balanced state representatives.



Meeting Minutes—Executive Committee Meeting—10/1/2013

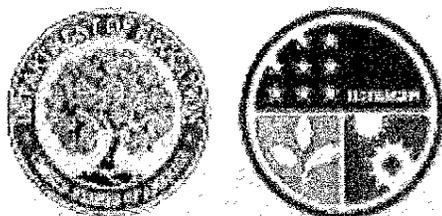
Subject:	Smarter Balanced Executive Committee and Staff Meeting		Date:	October 1, 2013
Facilitator:	Deb Sigman		Time:	9:00 a.m. Pacific
Location:	WebEx and Conference Call		Source:	WestEd
Attendees:	Smarter Balanced Executive Committee Members: Juan D'Brat, Michael Hook, Charles Lenth, Mike Middleton, Michael Muenks, Deb Sigman Smarter Balanced Executive Staff: Joe Willhoft, Tony Alpert, Magda Chia, Linda Darling-Hammond, Dacia Hopfensperger, Jacqueline King, Marty McCall WestEd: Christyan Mitchell, Ann Appert			

<http://www2.ed.gov/programs/racetothetop-assessment/reports/sbac-year-3.pdf>



Smarter Balanced Assessment Consortium

Year Three Report



U.S. Department of Education
Washington, DC 20202

July 2014

CHALLENGES

- *Item development*

As noted above, Smarter Balanced made significant progress during Year 3, developing approximately 21,000 items for the field test in spring 2014. Following the pilot test and the Department's Technical Review, Smarter Balanced increased its quality control measures by establishing the IQRP, revising item specifications, developing item quality criteria and an item audit process, and completely revising the mathematics performance tasks. The Department acknowledges the difficult work building a next-generation assessment system to measure whether students have the knowledge and skills necessary to succeed in college and the workforce. Smarter Balanced continued to experience challenges in Year 3 around adherence to established timelines and making sure the items and tasks developed met the consortium's quality criteria. The consortium should continue to evaluate whether its quality control processes are sufficient and provide close oversight over the development of future items and tasks to ensure that established timelines and quality criteria are being met. In Year 4, as Smarter Balanced develops additional items and tasks, it will need to be attentive to areas where it will need to improve the overall performance of the item pool.



Program Requirements

An eligible applicant awarded a grant under this category must—

1. Evaluate the validity, reliability, and fairness of the summative assessment components of the assessment system, and make available through formal mechanisms (e.g., peer-reviewed journals) and informal mechanisms (e.g., newsletters), and in print and electronically, the results of any evaluations it conducts;

GOVERNOR OF MISSOURI

JEREMIAH W. (JAY) NIXON
GOVERNOR

JEFFERSON CITY
65102

P.O. Box 780
(370) 781-0822

May 8, 2015

TO THE CHIEF CLERK OF THE
HOUSE OF REPRESENTATIVES
98th GENERAL ASSEMBLY
FIRST REGULAR SESSION
STATE OF MISSOURI

Herewith I return to you Conference Committee Substitute for Senate Committee Substitute for House Committee Substitute for House Bill No. 2 entitled:

AN ACT

To appropriate money for the expenses, grants, refunds, and distributions of the State Board of Education and the Department of Elementary and Secondary Education, and the several divisions and programs thereof to be expended only as provided in Article IV, Section 28 of the Constitution of Missouri, and to transfer money among certain funds for the period beginning July 1, 2015 and ending June 30, 2016; provided that no funds from these sections shall be expended for the purpose of costs associated with the travel or staffing of the offices of the Governor, Lieutenant Governor, Secretary of State, State Auditor, State Treasurer, or Attorney General, and further provided that no funds from these sections shall be expended for the purpose of aerial travel within the state of Missouri.

On May 8, 2015, I approved Conference Committee Substitute for Senate Committee Substitute for House Committee Substitute for House Bill No. 2. However, section 2.070 of Conference Committee Substitute for Senate Committee Substitute for House Committee Substitute for House Bill No. 2 contains language that is inconsistent with existing law relating to the state's education assessment plan. The legislature may not create new and different mandates or amend current legal requirements through the appropriations process. It is well-settled that "to inject general legislation of any sort into an appropriation act is repugnant to the constitution." See *State ex rel. Hueller v. Thompson*, 289 S.W. 338, 340 (Mo. banc 1926). Indeed, "[a]ppropriations of money for payment of state obligations and the amendment of a general statute are entirely different and separate subjects for legislative action." *Igoe v. Bradford*, 611 S.W.2d 343, 350 (Mo.App. 1980). To the extent section 2.070 of Conference Committee

RECEIVED

MAY 08 2015

CHIEF CLERK

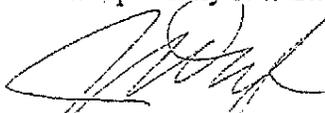
Substitute for Senate Committee Substitute for House Committee Substitute for House Bill No. 2 attempts to legislate through the appropriations process in violation of the single-subject requirement of Article III, Section 23 of the Missouri Constitution, existing substantive law must prevail.

Section 2.070 seeks to require “that no later than February 1, 2016 the Department of Elementary and Secondary Education shall submit a plan for the development and implementation of a new, Missouri-based state assessment plan for review and approval by the House Budget Committee and Senate Appropriations Committee....” Existing state law does not mandate the development of a new state assessment plan by a date certain, and the legislature may not seek to impose such a requirement through an appropriations bill. Moreover, the attempt to extend approval authority of a new state assessment plan to the House Budget Committee and Senate Appropriations Committee is similarly flawed due to its conflict with current law. Section 160.520.2, RSMo, provides a process by which the entire General Assembly can veto implementation, modification, or revision to the state assessment plan by concurrent resolution adopted by majority vote of both chambers. This duly enacted statute cannot be altered, amended or affected by a phrase inserted into an appropriations bill. If a new state assessment plan is proposed, the State Board of Education and the Department of Elementary and Secondary Education will comply with the process set forth in Missouri statutes.

Section 2.070 of Conference Committee Substitute for Senate Committee Substitute for House Committee Substitute for House Bill No. 2 further states “that no funds from this section shall be used for assessments which generate results used to lower a public school district’s accreditation or a teacher’s evaluation.” This language broadly prohibits, without limitation, the use of assessment results to lower a district’s accreditation or in a teacher’s evaluation. By contrast, section 161.855.4, RSMo, - enacted only last year - limits the use of such results in the accreditation of districts and in the evaluation of teachers only in the *first* year a new or changed statewide assessment system is utilized. The inconsistency between the substantive law and the language in the appropriations bill must be resolved in favor of the substantive law. The impact of assessment results on a school district’s accreditation or in a teacher’s evaluation will be guided by section 161.855.4, RSMo.

The aforementioned language contained in section 2.070 of Conference Committee Substitute for Senate Committee Substitute for House Committee Substitute for House Bill No. 2 conflicts with existing state law and thereby violates Article III, Section 23 of the Missouri Constitution. Accordingly, this language is void and unenforceable and will be viewed as legal surplusage in its implementation.

Respectfully submitted,



Jeremiah W. (Jay) Nixon
Governor

To Commissioner@dese.mo.gov
CC sbe@dese.mo.gov Kurt Bahr Ed Emery Nina Dean Josh Foster
Jun 8

Commissioner Vandeven.

Various news outlets have reported the withdrawal of Missouri from the Smarter Balanced Assessment Consortium (SBAC) due to the cut in funding for consortium membership in the 2016 budget. Examples are

<http://www.wgem.com/story/29241629/2015/06/04/common-core-no-more-in-Missouri>

<http://www.stltoday.com/news/local/education/missouri-legislature-throws-common-core-test-out-the-window>

Though in several public statements by legislators, mention is made of SBAC's failure to meet its contractual agreement with Missouri to provide formative tests in a timely manner; to date, none of the articles I've read has included Judge Green's February ruling that SBAC was unlawful in its existence and operation and prohibited payment of membership fees by the state. In other words, the recent reports of the reasoning behind the budget cut are incomplete in their analysis.

In here June 4 article, Elisa Crouch reported, "**Department officials are considering asking for bids from testing companies** for assessments to give students next spring. Whatever test is given will be aligned with the Common Core, which education officials often refer to as the Missouri Learning Standards."

That statement is concerning, because Missouri statute 160.526.3 requires the commissioner of education to have revised what should have been an existing procedure for regular advice and counsel to be provided to the state board of education regarding the development evaluation, modification or revision of the statewide assessment system from ad hoc committees populated by a variety stakeholders from a variety of categories including parents. Statutory requirement of such a procedure has existed since the passage of the Outstanding Schools Act in 1993, and was updated with clarification language in 2014.

The text of the statute is provided below.

Missouri Revised Statutes
Chapter 160
Schools--General Provisions
August 28, 2014

Development of academic standards, learning standards, and assessment system, criteria--assistance of experts--notification of implementation of system, legislative veto--professional advice and counsel.

160.526. 1. In establishing, evaluating, modifying, and revising the academic performance standards and learning standards authorized by section 160.514 and the statewide assessment system authorized by subsection 1 of section 160.518, the state board of education shall consider the work that has been done by other states, recognized regional and national experts, professional education discipline-based associations, other professional education associations, the work product from the department of higher education's curriculum alignment initiative, or any other work in the public domain.

2. The state board of education shall by contract enlist the assistance of such national experts to receive reports, advice and counsel on a regular basis pertaining to the validity and reliability of the statewide assessment system. The reports from such experts shall be received by the state board of education. Within six months prior to implementation of or modification or revision to the statewide assessment system, the commissioner of education shall inform the president pro tempore of the senate and the speaker of the house of representatives about the procedures to implement, modify, or revise the statewide assessment system, including a report related to the reliability and validity of the assessment instruments, and the general assembly may, within the next sixty legislative days, veto such implementation, modification, or revision by concurrent resolution adopted by majority vote of both the senate and the house of representatives.

3. The commissioner of education shall establish a procedure for the state board of education to regularly receive advice and counsel from professional educators at all levels in the state, district boards of education, parents, representatives from business and industry, the general assembly, and labor and community leaders pertaining to the implementation of sections 160.514 and 160.518. **By December 31, 2014, the commissioner of education shall revise this procedure to allow the state board of education to regularly receive advice and counsel from professional educators at all levels in the state, district boards of education, parents, representatives from business and industry, the general assembly, and labor and community leaders whenever the state board develops, evaluates, modifies, or revises academic performance standards, learning standards, or the statewide assessment system under sections 160.514 and 160.518. The procedure shall include, at a minimum, the appointment of ad hoc committees.**

(L. 1993 S.B. 380 § 6, A.L. 1998 S.B. 781, A.L. 2014 H.B. 1490)

Note also that RsMO 160.526.2 requires the commissioner to report to legislative leadership **the reliability and validity of the assessment instruments**. It is my opinion,

that had the commissioner of education acted in compliance with RsMO 160.526.2 and 160.526.3 in 2010 Missouri would not have entered into SBAC membership because no test was available for review to determine its validity and reliability. A plan to gather validity and reliability data is not equivalent to presenting the data. To date, published data about SBAC validity and reliability is not available -- which by traditional ethical and professional standards of test administration practices should have prevented the delivery of SBAC to students in Missouri. Failure to produce such data for scrutiny renders the assessment tool legally indefensible for use in decision-making about students, teacher, or district performance.

Given that current Missouri law requires the commissioner to have revised the procedure by December 31 of last year, and given that the procedure to advise the state board of education on the modification or revision of the statewide assessment system is a pressing concern to all Missourians concerned with an appropriate education for all children using valid and reliable assessments, I request that you to provide the following to me and to the bill sponsors of HB 1490 prior to the next state board of education meeting:

- (1) a copy of the procedure to allow the board of education to regularly receive advice and counsel from stakeholders familiar with the evaluation of the psychometric quality of statewide assessments as per RsMO 160.526.2 and 160.536.3;
- (2) copies of meeting minutes documenting the description of the procedure to state board of education members and a timeframe describing how the state board of education will receive "regular" advice and counsel about the statewide assessments used in 2016 and thereafter;
- (3) a list of current members appointed to the ad hoc committees as required by statute.

Thank you in advance for your compliance with RsMO 160.526 and your response to my request for information.

Mary Byrne, Ed.D.
Springfield, MO

Vandeven, Margie <Margie.Vandeven@dese.mo.gov> Jun 12 at 3:09 PM

To 'mary.byrne53@att.net'

CC Coffman, Robin

Dear Dr. Byrne:

Thank you for sharing your concerns regarding the Department's ability to remain in compliance with RsMO 160.526. While the conflicting language found in HB 2 and RsMO 160.526 creates implementation challenges for our state, I can assure you that we are aware of our responsibilities and are committed to meeting them in the most sufficient manner.

We are working diligently to honor the mandates of the members of the general assembly and thoughtfully to provide a meaningful assessment system for our students and teachers.

Thank you,
Margie

To Vandeven, Margie
CC Coffman, Robin Kurt Bahr Ed Emery Nina Dean Josh Foster sbe@dese.mo.gov
Jun 13

Commissioner Vandeven,

Thank you for your reply to my e-mail. I know you are very busy, and appreciate your time to make direct correspondence with me as education professionals and concerned citizens.

Your response described a conflict of HB 2 signed into law in May of 2015.

According to the May 8 2015 letter from Governor Nixon to the Chief Clerk of the House of Representatives (attached), the governor addressed the conflict in HB 2 and RSMo 160.526.2 in the second paragraph on page two, stating that that the Department of Elementary and Secondary Education would not execute a provision in HB 2 requiring DESE to submit an assessment plan to committees in the House and Senate, rather, "Section 160.526.2, RSMo, provides a process by which the entire General Assembly can veto implementation, modifications, or revision to the state assessment plan by concurrent resolution adopted by majority vote in both chambers. . . . comply with the process set forth in Missouri statues."

I made a request for information about the implementation of RsMO 160.526.3 which is the same statute cited by the governor, but a section not identified as conflicting with HB 2. Please clarify the conflict to which you refer.

Thank you in advance for your response.

Mary Byrne, Ed.D.

nary.byrne53@att.net - att.net Mail

Vandeven, Margie <Margie.Vandeven@dese.mo.gov> Jun 17 at 3:18 PM

To 'Mary Byrne'

CC Coffman, Robin

I am aware of the language in the Governor's letter. In the email below, I was referencing the conflicting timelines established through legislation.

Thank you.

> Show original message

Vandeven, Margie
 CC Coffman, Robin
 Jun 17

Thank you for your response and clarification of the conflict as you described. However, your response described a conflict of HB 2 signed into law in May of 2015.

My concerns pertain to the misunderstandings regarding the implementation of HB 1490 as evidenced by recent the media coverage and editorials (the Springfield News Leader editorial board reprinted the STL Post Dispatch editorial in the June 12 edition), and that public trust in the process should be supported by transparency in government.

I have not yet received the information I requested, and will, therefore, clarify my original request and request clarification of your response.

The information I requested pertained to implementation of section 160.526.3, RSMo, last revised as part of HB 1490 and a reiteration of statutory requirements that have been in effect for many years prior to 2014.

By December 31, 2014, the commissioner of education shall revise this

30 procedure to allow the state board of education to regularly receive advice and counsel

31 from professional educators at all levels in the state, district boards of education, parents,

32 representatives from business and industry, the general assembly, and labor and 33 community leaders whenever the state board develops, evaluates, modifies, or revises

34 academic performance standards, learning standards, or the statewide assessment system

35 under sections 160.514 and 160.518. The procedure shall include, at a minimum, the 36 appointment of *ad hoc committees* [and shall be in addition to the advice and counsel obtained

37 from the commission pursuant to section 160.510]

I requested:

(1) a copy of the procedure to allow the board of education to regularly receive advice and counsel from stakeholders familiar with the evaluation of the psychometric quality of statewide assessments as per subsections 2 and 3 of 160.526, RSMo;

(2) copies of meeting minutes documenting the description of the procedure to State Board of Education members and a timeframe describing how the State Board

of Education will receive "regular" advice and counsel about the statewide assessments used in 2016 and thereafter:

(3) a list of current members appointed to the ad hoc committees as required by statute.

Thank you in advance for providing the above information.

Respectfully,

Mary Byrne, Ed.D.



Stacey Preis, Ph.D. • Deputy Commissioner

Division of Learning Services

205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • dese.mo.gov

July 10, 2015

Dr. Mary Byrne
2630 South Williams Court
Springfield, MO 65807-5552

Dear Dr. Byrne:

Commissioner of Education Margaret Vandeven has shared your recent email exchange with me, and I am pleased to respond on behalf of the Department of Elementary and Secondary Education.

The procedures that the State Board of Education and Department use to not only share information, but also receive input on statewide assessments include:

- meetings with education organizations such as the Missouri State Teachers Association, Missouri National Education Association, American Federation of Teachers, Missouri Association of Secondary School Principals, Missouri Association of Elementary School Principals, Missouri Association of School Administrators, Missouri School Boards' Association, Missouri Association of Rural Education, and Missouri Parents and Teachers Association;
- regional meetings throughout the state with pK-12 educators;
- meetings with business and industry and other organizations, such as the Missouri Chamber of Commerce, the Kansas City and Springfield Chambers, and St. Louis Regional Business Council; as well as Rotary Clubs and other groups such as the Heartland Foundation, etc.;
- a superintendents' advisory council that meets regularly with the Commissioner of Education and Department staff; and
- meetings with representatives of higher education institutions.

In addition, advice and counsel is solicited and publicly posted on the Department's website: <http://dese.mo.gov/college-career-readiness/curriculum/hb-1490-work-group-process> through such avenues as:

- public hearings and comment cards;
- surveys; and
- email specific to standards work.

The Commissioner and other Department staff regularly testify at hearings of the Joint Committee on Education and other legislative education committees, and

Dr. Mary Byrne
Page 2
July 10, 2015

communications are sent to the entire General Assembly. It is commonplace for the Department to share information and solicit feedback from legislators and public testimony during these hearings.

The State Board of Education and the Department receive correspondence from individuals and organizations on a variety of topics, including standards and assessments, throughout the entire year. The State Board of Education also receives reports and discusses statewide assessments several times throughout the school year at their monthly meetings.

Regarding a list of ad hoc committee members, it would be premature to appoint ad hoc committees to provide advice on the implementation of a new assessment system prior to having new learning standards adopted by the State Board of Education. As you know, the HB 1490 work groups are to submit their recommendations for academic (learning) standards to the State Board of Education by October 1, 2015. The State Board must review, adopt and implement academic (learning) standards effective in the 2016-17 school year. The new Missouri-based assessment system must align to these new academic (learning) standards. Missouri will be using the current version of the academic standards for the 2015-16 school year. We are in the process of finalizing plans for the 2016 assessments, and are working to provide stability for our schools and students during this transition.

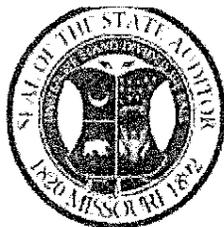
As previously communicated, we are working diligently and thoughtfully to honor the mandates of the General Assembly in order to provide a meaningful assessment system for our students and teachers.

Sincerely,



Stacey Preis
Deputy Commissioner
Division of Learning Services

c: Senator Ed Emery
Representative Kurt Bahr
Constance Rush



NICOLE R. GALLOWAY, CPA
Missouri State Auditor

FOR IMMEDIATE RELEASE

Contact: Gena Terlizzi
gena.terlizzi@auditor.mo.gov
Phone: (573) 522-2358
Follow @MOAuditorNews

Education audit highlights need for improvements to protect student information against cyber threats, State Auditor Galloway says

State education department audit finds unnecessary collection of student Social Security numbers

JEFFERSON CITY (Oct. 21, 2015) Missouri State Auditor Nicole Galloway today released a cybersecurity audit of the Missouri Student Information System used by the Department of Elementary and Secondary Education (DESE). The audit found DESE unnecessarily collected and retained personally identifiable information, including Social Security numbers, from school districts across the state.

"When student's Social Security numbers are exposed in a data breach, they are five times as likely to be a victim of identity theft," Galloway said. "We must take proactive measures to decrease the risk that personal information could be compromised. As a result of this audit, DESE has agreed to collect only the information that is absolutely necessary, destroy unneeded sensitive data from their system, and maintain that information safely and securely."

DESE's system includes records for about 900,000 current Missouri students and an additional 520,000 students that have graduated from Missouri's public and charter K-12 schools since the system was instituted in 2008. The system collects and stores individual student information, including names, addresses, academic records, and Social Security numbers.

The audit also identified the following issues:

- User names and passwords were shared by multiple DESE personnel. If unauthorized or inappropriate changes occur with shared accounts, it's difficult, if not impossible, to identify the individual responsible.
- DESE does not have a comprehensive data breach response policy to allow a quick and effective response to a potential data breach. A data breach policy lays out goals and

processes for responding to a breach and creates mechanisms for reporting, remediation and feedback in a chaotic situation. The risk of potential harm caused by the data breach could be increased without a formal data breach policy.

- DESE has not updated its business continuity plan since 2004, even though the plan itself stipulates it should be reviewed annually. Continuity planning provides an efficient, structured approach to aide in a quick recovery during a disaster or other unexpected event.

In DESE's response, which is included in the audit report, the department agreed to immediately begin working to address all findings noted in the report.

"Cybersecurity is not a status that can be achieved," Galloway said. "It's an ongoing process of learning, adapting and remaining vigilant about protecting Missourians from cyber threats."

The complete report is available [here](#).

Since taking office Auditor Galloway has made cybersecurity a priority across all components of government, including Missouri schools. Last month Auditor Galloway announced a Cyber Aware School Audit program as part of an ongoing emphasis on data protection practices and keeping Missourians' information secure.

###

Follow the Missouri Auditor's Office on Twitter @MOAuditorNews

October is National Cybersecurity Awareness Month. National Cybersecurity Awareness Month was designed to engage and educate public and private sector partners with the goal of raising awareness about cybersecurity and increasing protections against cyber incidents.

Mary R. Byme, Ed.D.

2630 S. Williams Ct.
Springfield, MO 65807

Cell: 417-818-1261

E-mail: mary.byme53@att.net

October 21, 2015

Honorable Daniel R. Green
Circuit Judge of Cole County
Post Office Box 1870
Jefferson City, MO 65102

Dear Judge Green,

I am a teacher educator with a doctorate in special education who is very concerned about Missouri's implementation of the Common Core State Standards Initiative, including administration of the Smarter Balanced Assessments in the Missouri Assessment Plan. As such, I am conducting research to support testimony for the October 26, 2015 public hearing of Missouri's State Board of Education, which is the last of the three public hearings mandated by HB 1490. My research has caused me to question the actions of several personnel within the Department of Elementary and Secondary Education (DESE) with respect to compliance with your decision in the Sauer v Nixon lawsuit (Cause No. 14AC-CC00477)¹.

A review of the decision you handed down earlier this year verified that on 2/24/2015, you ruled,

...no Missouri taxpayer funds may be disbursed to SBAC in the form of membership fees, whether directly or indirectly and PERMANENTLY ENJOINS Defendants, and each of them, *and all those in active concert with them*, [italics added] from taking any action to implement *or otherwise effectuate any payment of Missouri funds as membership fees to SBAC, whether directly or indirectly* [italics added]

Among others, the suit names DESE, the Missouri State Board of Education, and the Office of Administration (OA), as well as their commissioners at the time of filing as defendants. As I understand the judgement, they are, therefore, each and all of them, permanently enjoined from taking any action to implement payment of Missouri funds for membership fees of any kind to SBAC.

As a result of my research, I found contract C315002001 which the State of Missouri entered into with CTB/McGraw-Hill LLC -- Missouri's vendor for the Smarter Balanced Assessment. The contract is dated 4/22/15 (see cover page attached) as revised with amendment #001 dated 3/30/15 (see page behind cover page). Please note that page 70 of the contract file is a memo dated 3/6/15 from Michael Muenks, DESE Coordinator of Curriculum and Assessment and 2013-2014 member of the SBAC Executive Committee,² on letterhead of the Assistant

¹ <http://www.scribd.com/doc/240031894/SBAC-Lawsuit-Petition>

² <http://www.smarterbalanced.org/about/governance/>

Commissioner of Education, Sharon Helwig, which directed Missouri's OA to bring the contract current (attached). Also, note section 1.4.3 on page 7 of the document left intact reads as follows:

Missouri intends to maintain its membership in Smarter Balanced in order to afford the state and its assessment vendors (on behalf of the state agency) access to the Smarter Balanced item bank and interim benchmark assessments. *The state agency will be responsible for all costs associated with maintaining Smarter Balanced membership.* [italics added] (attached)

Though the purpose of the memo appears to refer to a modification of the contract for the format of assessments scheduled for delivery in spring 2015, the retention of the above text in the contract appears to show contempt for the court's decision in *Sauer v Nixon*. As I read the judgement, you did not identify a specific category of membership when prohibiting Missouri from paying membership fees. The wording "... no Missouri taxpayer funds *may be disbursed to SBAC in the form of membership fees*" [italics added] encompasses any type of membership.

That said, further evidence of the defendants' contempt for the court and, in addition, the legislature is the fact that on June 23, 2015, a review of the SBAC website indicated Missouri was identified on a map of SBAC member states as a *License Member*. In fact, it was the only state on the map identified in that category. Payment for *License Membership* violated prohibitions in HB 002 passed and signed by Governor Nixon in May 2015, which stated

"... no funds from this section shall be used for *license fees or membership dues* for the Smarter Balanced Assessment Consortium ..." (see excerpts of HB 002, attached)

Attached to this letter is an excerpt of my June 23, 2015 e-mail to State Representative Kurt Bahr, Chair of the House K-12 Budget Committee, reporting Missouri's status as an SBAC *License Member*. On July 8, Dr. Helwig finally sent a letter to the executive director of SBAC, Tony Alpert, to inform him that Missouri would not continue a license of materials (see attached letter), however, her communication was dated a full two weeks after my communication with Representative Bahr's office – indicating a cause and effect scenario.

Given the timing of judicial and legislative prohibitions on the expenditure of taxpayer dollars with respect to SBAC membership and licensing and communications from DESE, concerns are:

- Mr. Meunks's memo and the amended contract with language affirming payment of fees for Missouri's governing membership in SBAC dated at least a full month after your decision in *Sauer v Nixon*, appear to provide evidence that DESE, as well as those in the Office of Administration and perhaps the State Board of Education were in contempt of court; and
- The SBAC map indicating Missouri was a License Member and Dr. Helwig's response to discontinue license of materials provides evidence that DESE, as well as the Office of Administration and perhaps the State Board of Education were in violation of HB 002.

³ <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/04/Quarterly-Report-December-2013.pdf>

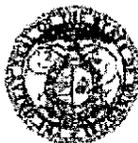
I am aware that Governor Nixon has appealed Sauer v Nixon, but, that appeal should not detract from the concerns expressed above. Members of the executive branch of state government, specifically, personnel in DESE, the OA, and perhaps Missouri's State Board of Education have blatantly flouted Missouri's constitutional and statutory law to implement the Common Core State Standards Initiative, and engaged in a pattern of violations when met with checks on their activities by the judicial and legislative branches of state government. Without imposition of penalty, this pattern will likely continue as the expense of Missouri's taxpayers and children. I appreciate your continued work in protecting Missourians by any means within your authority as a circuit judge of Cole County.

Please feel free to contact me if you have any questions.

Sincerely,

Mary Byrne, Ed.D.

Enclosures: attachments
Cc: John Sauer, Esquire



NOTICE OF CONTRACT AMENDMENT

State Of Missouri
 Office Of Administration
 Division Of Purchasing And Materials Management
 PO Box 809
 Jefferson City, MO 65102-0809
<http://oa.mo.gov/purchasing-materials-management>

CONTRACT NUMBER C315002001	CONTRACT TITLE Missouri Assessment Program
AMENDMENT NUMBER 001	CONTRACT PERIOD October 3, 2014 through December 1, 2015
REQUISITION NUMBER NR 500 CO150000015	VENDOR NUMBER 5223583250 0
CONTRACTOR NAME AND ADDRESS CTB/McGravy-Hill LLC 20 Ryan Ranch Road Monterey, CA 93940	STATE AGENCY'S NAME AND ADDRESS Missouri Department of Elementary and Secondary Education 205 Jefferson Street Jefferson City, MO 65102
ACCEPTED BY THE STATE OF MISSOURI AS FOLLOWS: Contract C315002001 is hereby amended pursuant to the attached amendment #001, dated 3/30/15.	
BUYER Stacia Dawson	BUYER CONTACT INFORMATION Email: Stacia.Dawson@DOR.MO.GOV Phone: (573) 522-3052 Fax: (573) 526-9816
SIGNATURE OF BUYER 	DATE 4/22/15
DIRECTOR OF PURCHASING AND MATERIALS MANAGEMENT Karen S. Roeger	



STATE OF MISSOURI
OFFICE OF ADMINISTRATION
DIVISION OF PURCHASING AND MATERIALS MANAGEMENT (DPMM)
CONTRACT AMENDMENT

AMENDMENT NO.: 001
CONTRACT NO.: C315002001
TITLE: Missouri Assessment Program
ISSUE DATE: 03/10/15

REQ NO.: NR 500 CO150000015
BUYER: Stacia Dawson
PHONE NO.: (573) 522-3052
E-MAIL: Stacia.Dawson@oa.mo.gov

TO: CTB/McGraw-Hill LLC
20 Ryan Ranch Road
Monterey, CA 93940

RETURN AMENDMENT BY NO LATER THAN: 03/25/15 AT 5:00 PM CENTRAL TIME

RETURN AMENDMENT TO THE DIVISION OF PURCHASING AND MATERIALS MANAGEMENT (DPMM) BY E-MAIL, FAX, OR MAIL/COURIER:

SCAN AND E-MAIL TO:	Stacia.dawson@oa.mo.gov
FAX TO:	(573) 526-9816
MAIL TO:	DPMM, P.O. Box 809, Jefferson City, Mo 65102-0809
COURIER/DELIVER TO:	DPMM, 301 West High Street, Room 630, Jefferson City, Mo 65101-1517

DELIVER SUPPLIES/SERVICES FOB (Free On Board) DESTINATION TO THE FOLLOWING ADDRESS:

Missouri Department of Elementary and Secondary Education
205 Jefferson Street
Jefferson City, MO 65102

SIGNATURE REQUIRED

DOING BUSINESS AS (DBA) NAME CTB/McGraw-Hill LLC		LEGAL NAME OF ENTITY/INDIVIDUAL FILED WITH GAS FOR THIS TAX ID NO. CTB/McGraw-Hill LLC	
MAILING ADDRESS 20 Ryan Ranch Road CITY, STATE, ZIP CODE Monterey, CA 93940		IRS FORM 1099 MAILING ADDRESS 20 Ryan Ranch Road CITY, STATE, ZIP CODE Monterey, CA 93940	
CONTACT PERSON Jake Parizek		EMAIL ADDRESS jake.parizek@ctb.com	
PHONE NUMBER (319) 331-3666		FAX NUMBER	
TAXPAYER ID NUMBER (TIN) 52-2358325	TAXPAYER ID (VENDOR TYPE CHECK ONE) <input checked="" type="checkbox"/> FEIN <input type="checkbox"/> SSN		VENDOR NUMBER (IF KNOWN) 5223583250 0
VENDOR TAX FILING TYPE WITH IRS (CHECK ONE) <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Individual <input type="checkbox"/> State/Local Government <input type="checkbox"/> Partnership <input type="checkbox"/> Sole Proprietor <input type="checkbox"/> IRS Tax-Exempt			
AUTHORIZED SIGNATURE 		DATE 3/30/2015	
PRINTED NAME Mark Limbach		Chief Financial Officer	



Sharon Helwig, Ph.D. • Assistant Commissioner

205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • dese.mo.gov

Office of College and Career Readiness

Date: March 6, 2015
To: OA-DPMM
From: Michael J. Muenks, Coordinator of Curriculum and Assessment
Michael J. Muenks
Subject: Amendment to Contract C315002001 - Missouri Assessment Program

The Missouri Department of Elementary and Secondary Education (DESE) wishes to amend Contract C315002001, awarded to CTB/McGraw-Hill in October 2014 for administration, scoring, and reporting of Missouri Assessment Program (MAP) Grade-Level Assessments. RFP requirements, and the subsequently awarded contract, were predicated on availability of necessary deliverables from the Smarter Balanced Assessment Consortium (Smarter Balanced) to implement a Computer Adaptive Test in English language arts and mathematics for Missouri students in grades 3 through 8. Missouri must administer annual statewide assessments in these content areas to remain in compliance with both state and federal statutes. In 2015, Missouri will administer MAP Grade-Level Assessments during a spring testing window that begins on March 30th and ends on May 22nd. Testing windows are communicated to school districts a year or more in advance to allow district personnel to determine their calendars for the coming school year.

Per RFP requirements and CTB/McGraw-Hill's awarded contract, DESE and CTB/McGraw-Hill began working to move Smarter Balanced test items into the online assessment delivery platform for the spring 2015 assessment administration in early January. Smarter Balanced items, based on all documentation coming from the consortium at the time of RFP development and contract award, were expected to be delivered in a format that would be compatible with the vendor's delivery system. However, when the first item packages were delivered from Smarter Balanced, Missouri's vendor (and vendors in several other states) quickly discovered interoperability issues that prevented the items from loading onto the assessment delivery platform without significant clean-up work (and the distinct possibility of introducing unexpected item rendering errors into the system). It became evident that it would not be possible to deploy the large number of items necessary for a Computer Adaptive Test, and guarantee error-free presentation of items in time to open the spring test administration window on March 30th.

DESE, in collaboration with CTB/McGraw-Hill, has determined that the most efficient way to move forward as scheduled with the required assessments is to work with other states in the consortium in similar situations to select "fixed assessment forms" from a smaller, targeted pool of Smarter Balanced items to administer in spring 2015. This will allow us to meet state and federal statutory requirements, maintain the scheduled spring 2015 testing window, and ensure that all items render correctly in the assessment delivery platform. This change in approach necessitates an amendment to our contract with CTB/McGraw-Hill.

c: Dr. Sharon Helwig, Assistant Commissioner, Office of College and Career Readiness

workgroups to develop revised content standards for Missouri. Workgroups will begin meeting in September 2014 to develop standards, which will then be distributed for public review and comment, and returned to the workgroups for revision. Target date for completion of new content standards is October 2015. While new content standards are being developed, H.B. 1490 allows for continued implementation of CCSS and Smarter Balanced assessments in Missouri; however, the legislation stipulates that Smarter Balanced assessments must be implemented as a statewide pilot in 2014-2015 and may not be used for school or district accountability determinations or educator evaluation during that accountability year. Therefore, the first year in which student data from the assessments included in the new assessment plan will be used for state accountability purposes will be 2015-2016. Any new content standards developed in response to requirements of H.B. 1490 will be implemented in 2016-2017. The full text of H.B. 1490 may be reviewed at <http://www.house.mo.gov/billtracking/bills/41/bills/pdf/truly/HB1490T.PDF>. All offerors should note that based on future actions by the Governor and the General Assembly with respect to H.B. 1490, the terms of the RFP may need to be altered, either by amendment of the RFP, through a best and final offer, or an amendment to the contract, depending upon the timing of such actions.

- e. Missouri's current accountability determinations are based on student achievement level designations of Below Basic, Basic, Proficient, and Advanced. It is anticipated that these achievement level designations will remain in place for the Grade-Level Science Assessments. Missouri expects a logical transition from the cutpoints established for the current Grade-Level Science Assessment to the updated Grade-Level Science Assessment. For Grades 3-8 English language arts and Mathematics, Missouri expects to use the cutpoints and achievement levels established by Smarter Balanced for accountability determinations.
- f. To complement Missouri's implementation of Smarter Balanced English language arts and Mathematics assessments, Missouri intends to provide all districts unlimited access to the Smarter Balanced Interim Benchmark Assessments. Following the completion of the Smarter Balanced assessments, the interim benchmark assessments will be housed at the University of California - Los Angeles (UCLA)/National Center for Research, Evaluation, and Testing (CREST), and will be accessible to all member states for deployment on vendors' platforms.

1.4.3 Missouri intends to maintain its membership in Smarter Balanced in order to afford the state and its assessment vendors (on behalf of the state agency) access to the Smarter Balanced item bank and interim benchmark assessments. The state agency will be responsible for all costs associated with maintaining Smarter Balanced membership.

- 1.4.4 Missouri's anticipated budget appropriation for the contract awarded as a result of this RFP is \$12 million.
- 1.4.5 The following link provides additional information on each of the contracts identified herein. A copy of the each of the contracts can be viewed and printed from the Division of Purchasing and Materials Management's Awarded Bid & Contract Document Search System located on the Internet at: <http://content.mo.gov/purchasing-materials-management/>. In addition, all proposal and evaluation documentation leading to the award of the various contracts may also be viewed and printed from the Division of Purchasing and Materials Management's Awarded Bid & Contract Document Search System. Please reference the Contract number or the Bid number when searching for these documents.
 - a. MAP-Grade-Level Assessment prior to 2013-2014 - Bid number B3207012 or the contract number C307012001.
 - b. MAP Grade-Level Assessment with CTB/McGraw-Hill-Bid number B3213074 or the contract number C313074001.
 - c. MAP Grade-Level Science Assessment Alignment with HurnRO - Bid number B3214098 or the contract number C314098001.
 - d. Psychometric Services with The Center - Bid number B3214256 or the contract number C314256001.

FIRST REGULAR SESSION
 [TRULY AGREED TO AND FINALLY PASSED]
 CONFERENCE COMMITTEE SUBSTITUTE FOR
 SENATE COMMITTEE SUBSTITUTE FOR
 HOUSE COMMITTEE SUBSTITUTE FOR

HOUSE BILL NO. 2

98TH GENERAL ASSEMBLY

00171.01F

2015

AN ACT

To appropriate money for the expenses, grants, refunds, and distributions of the State Board of Education and the Department of Elementary and Secondary Education, and the several divisions and programs thereof to be expended only as provided in Article IV, Section 28 of the Constitution of Missouri, and to transfer money among certain funds for the period beginning July 1, 2015 and ending June 30, 2016; provided that no funds from these sections shall be expended for the purpose of costs associated with the travel or staffing of the offices of the Governor, Lieutenant Governor, Secretary of State, State Auditor, State Treasurer, or Attorney General, and further provided that no funds from these sections shall be expended for the purpose of aerial travel within the state of Missouri.

Be it enacted by the General Assembly of the state of Missouri, as follows:

7

Section 2.070. To the Department of Elementary and Secondary
 2 Education

3 For the Performance Based Assessment Program, provided that no funds
 4 are used to support the collection, distribution, or sharing of any
 5 individually identifiable student data with the federal government;
 6 with the exception of the reporting requirements of the Migrant
 7 Education Program funds in Section 2.085, the Vocational
 8 Rehabilitation funds in Section 2.135, and the Disability
 9 Determination funds in Section 2.140, and further provided that no
 10 funds from this section shall be used for license fees or
 11 membership dues for the Smarter Balanced Assessment
 12 Consortium and further provided that no later than February 1,

Miscellaneous at License number of SBAC (4)

Mary Byrne sabybyrne@aol.com

To: Kurt Bahr

CC: Nina Dean Arre-Gansel Gretchen Iogus

Representative Bahr;

As of today, Missouri is listed as a license member of the Smarter Balanced Assessment Consortium (SBAC) Is the map current? That is, did DESE send you a copy of the formal letter in sent to SBAC to be in compliance with HB 2, and if so, did the letter state that Missouri was changing status, or that in recognition of Sauer v Nixon, Missouri could not pay membership fees to an entity unlawful in its existence and operation?

Please keep me informed of the communication between DESE and SBAC.

Thank you for your diligence in this matter.

Mary Byrne Ed.D.

<http://www.smarterbalanced.org/about/member-states>

Member States





Sharon Helwig, Ph.D. • Assistant Commissioner

Office of College and Career Readiness

205 Jefferson Street, P.O. Box 400 • Jefferson City, MO 65102-0400 • desc.mo.gov

July 8, 2015

Mr. Tony Alpert
 Executive Director
 Smarter Balanced Assessment Consortium
 10954 Le Conte Avenue, Suite 1400
 Los Angeles, CA 90095

Dear Mr. Alpert:

I am writing to inform the Smarter Balanced Assessment Consortium that Missouri will not continue as a licensee of materials for the 2015-2016 school year per section 2.2.d of the MOI. The appropriations bill passed by the legislature and signed by the governor contains language preventing the agency from spending money as a member or licensee of the Smarter Balanced Assessment Consortium.

The appropriations bill, House Bill 2 contains the following directions:

To the Department of Elementary and Secondary Education For the Performance Based Assessment Program, provided that no funds are used to support the collection, distribution, or sharing of any individually identifiable student data with federal government with the exception of the reporting requirements of the Migrant Education Program funds in Section 2.085, the Vocational Rehabilitation funds in Section 2.135, and the Disability Determination funds in Section 2.140, and further provided that no funds from this section shall be used for license fees or membership dues for the Smarter Balanced Assessment Consortium, and further provided that not later than February 1, 2016 the Department of Elementary and Secondary Education shall submit a plan for review and approval by the House Budget Committee and the Senate Appropriations Committee, and further provided that \$7,000,000 be used solely for development of a Missouri-based state assessment plan, and further provided that no funds from this section shall be used for assessments which generate results used to lower a public school district's accreditation or a teacher's evaluation.

Included with this letter you will find the required legal opinion affirming that Missouri may no longer engage with the consortium as a member or licensee.

Thank you for your time and concern regarding this matter.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Helwig".

Sharon Helwig, Ph.D.
 Assistant Commissioner



William R. Thornton • *General Counsel*

205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • deese.mo.gov

MEMORANDUM

TO: Sharon Helwig, Assistant Commissioner, Office of College and Career Readiness

FROM: William R. Thornton, General Counsel *WR T.*

DATE: July 8, 2015

RE: Smarter Balance Assessment Consortium Memorandum of Understanding and Agreement

Legal Opinion

The purpose of this memo is to inform you that the State of Missouri, represented by the Missouri Department of Elementary and Secondary Education (DESE), must respectfully terminate participation in the Smarter Balance Assessment Consortium pursuant to Section 2.2(b)(d) of the Memorandum of Understanding and Agreement which was signed by DESE on 9/5/2014.

During the 2015 legislative session, Missouri legislators passed an appropriation bill, HB 2, which specifically prohibits DESE using funds for this fiscal year "for licensed fees or membership dues for the Smarter Balance Assessment Consortium."

As you know Section 2.2(b) permits a Member to terminate for violation of state law with thirty (30) days prior written notice. As general counsel for DESE, it is my legal opinion that the language of HB 2 specifically prohibits the State of Missouri from participating as a member or as a licensee in the Smarter Balance Assessment Consortium.

In addition, Section 2.2(d) permits termination for withdrawal due to non-appropriation of funds necessary to pay for the Member's Annual Fee. HB 2 specifically prohibits the state of Missouri to use any appropriated funds to be pay for membership dues or to pay license fees for the Smarter Balance Assessment Consortium. DESE understands that it is preferred that a Member provide at least sixty (60) days written notice to terminate its membership under this subsection, but due to the specific prohibitive language of the Missouri appropriation language, the State of Missouri respectfully requests the termination be effective immediately.

The State of Missouri appreciates your efforts to help the State of Missouri work through this matter with support, patience and cooperation.

If you have any questions, please contact me

Date		
10-26-15		
Name		
Toni Becker		
Home Address		
1899 N. Westwood #219		
City	State	Zip
Poplar Bluff	MO	63901
Home Phone Number		
573 872 0085		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

self

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

I want my full 5-page testimony entered into the public record.

My name is Toni Becker. I was appointed as a parent to the secondary science 1490 work group by former Speaker Tim Jones. I have two sons in high school.

I observed and participated in the work group process as a parent, not a science teacher nor a scientist. I close out my service to this effort with a differing opinion on the final product being presented to the state board of education. Based on extensive research I have personally done over the last year on the work group process and the Next Generation Science Standards (NGSS), I cannot lend my name in support of our "New Missouri Learning (Science) Standards." I offer the following dissenting opinion.

Missouri's state department of education conspired to control the outcome of the work groups as borne out by emails released from a Freedom of Information Act request. The Department of Elementary and Secondary Education (DESE) sought guidance from publicly funded Non Governmental Organizations (NGOs) committed to the advancement of the Common Core State Standards Initiative (CCSS), who'd had success in other states as to how to control the outcome of the 1490 work groups. DESE also requested financial assistance to train facilitators and certain work group members to steer the groups toward their pre-determined outcome. Copies of the some of the emails are available here: <http://tiny.cc/i68e3x>

The Delphi Technique is a psychologically manipulative tactic often used by our department of education to lead groups to a falsely-derived consensus that ultimately supports their pre-determined outcome. My secondary science work group's first meetings were hosted by a paid facilitator and two assistants strongly employing the Delphi method. I was harshly shamed by a group member on the second work day for "disrespecting" our DESE-paid facilitators for requesting where in the bill they were authorized to control our group, why we were moving ahead so quickly without a fully-seated panel and questioning the use of the privately copyrighted NGSS. I was also scolded for allegedly attending "secret meetings" where I was given the common "script" to use to disrupt the process. The truth is that DESE was holding secret meetings and strategizing with NGOs, legislators, facilitators and certain work group members before HB 1490 was even signed by Governor Nixon.

The integrity of this work group process was corrupted by the very same bureaucracy that, along with Governor Nixon, created the educational chaos we are desperate to correct today. DESE, the governor, commissioner of education and then-president of the state board of education committed our state to the CCSSI, DESE personnel helped steer HB 1490 from its pure intent as an anti-Common Core bill toward the work group process, controlled the outcome of the work groups AND set themselves up as the final arbiter of the products produced by the work groups. It is my opinion that the corrupted process renders the final products illegitimate as DESE circumvented the will of the citizens expressed in legislation passed by their elected representatives and imposed its own will upon the process instead.

<http://tiny.cc/ecpj3x>

Furthermore, the intent of HB 1490 was to replace the Common Core State Standards (CCSS). The NGSS were created to align to the CCSS to ensure that science becomes symbiotic across subjects. <http://tiny.cc/9bqj3x> <http://tiny.cc/qggo3x>
<http://tiny.cc/x5go3x> <http://tiny.cc/3yr23x>

The CCSS are privately copyrighted to the National Governors Association and the Council of Chief State School Officers of which Governor Nixon and Commissioner of Education, Margie Vandeven, are active members, respectively. The NGSS are copyrighted to Achieve, Inc. (of which Governor Nixon is a board member). Referencing the NGSS documents was outside the parameters of our charge per HB 1490 that restricted the use of standards not available in the public domain. Missouri statute does not authorize an elected or appointed official to adopt privately-copyrighted standards. <http://tiny.cc/thlk4x> <http://tiny.cc/x9kk4x>
<http://tiny.cc/hblk4x>

Governor Nixon's position on the board of Achieve, Inc., the group responsible for creating the NGSS (as well as the CCSS in Math and ELA), indicates an egregious conflict of interests and introduces bias in the decision making of the state board. This could be interpreted as malfeasance if the NGSS are adopted and public domain over standards for public education is not restored. <http://tiny.cc/1auj3x>

The NGSS have been rightly challenged in many states regarding their approach to the subject of evolutionary origins. The subject matter is presented not as theory, but dogmatically, from a secular humanistic religious worldview. I am concerned by the shaming that occurs when legitimate arguments are raised against the very limited scope of instruction suggested by the standards on this subject. To develop as genuine critical thinkers, students shouldn't be held back in their ability to critically analyze the assumptions on which evolution is based. I do not want Missouri students limited in this way or impressionable children made to feel inferior or unintelligent for thinking critically about the concept of origins. Because the concept of evolutionary origins of the universe, earth and humans is not scientifically testable, the subject matter ought to be taught as theory, not settled science. Teaching evolution according to the NGSS is restrictive and severely limiting to the intellectual development of our students.

The NGSS are heavily biased in their approach to global man-caused climate change, causing appropriate national controversy. Following the development of the theme from middle school through high school, students are corralled by the NGSS to believe that they are responsible for creating a catastrophic climate crisis. Treated as settled science, this reflects more of a political agenda than a well-rounded educational exercise. Questioning this highly debatable subject garners wrath and shaming from NGSS creators and supporters. I'm concerned that students who possess a more open mind on the subject will be bullied. Because man-caused climate change is not settled science, students should be given the honor of transparent debate and shouldn't be limited to such a narrow scope within science instruction. Perhaps a more reasonable solution would be to offer instruction dealing with climate change within an elective environmental studies class. <http://tiny.cc/ndgo3x> <http://tiny.cc/28go3x>

It is claimed that the NGSS do not dictate curriculum and that local school boards may shape the way controversial subjects are presented. This was also the claim of the CCSS for Math and English Language Arts (ELA) which has been proven false. I believe that when science assessments, curriculum and teacher training becomes standardized and assessment scores are tied to teachers' evaluations, teachers will teach to the test. <http://tiny.cc/saho3x>

Having followed how the NGSS are being debated in other states, I offer the following testimonies presented in Utah, Kentucky and Wyoming. There is legitimate concern among mathematicians and professionals in science and standards writing that the NGSS simply do not measure up to previous science standards and, if implemented, actually reduce rigor and college preparedness. <http://tiny.cc/k2xj3x>
<http://tiny.cc/pngo3x> <http://tiny.cc/tmho3x>

The NGSS were rated slightly lower in quality than Missouri's previous science standards as indicated in the final evaluation of the NGSS by the Thomas B. Fordham Institute. Both were given a "C" with Missouri scoring a 6 out of 10 points as opposed to the NGSS's 5. Missouri's standards for science education should be of "A" quality, to be sure. If, indeed, standards set the foundation for a quality education, I believe a better solution to raising the bar for science education in our state would be to adopt science standards that scored highly superior to ours and the NGSS, such as those adopted in South Carolina or the District of Columbia. As a firm believer in teacher autonomy and excellent schools overseen by locally elected school boards, I believe that allowing expert teachers to utilize high quality standards as they see fit and supporting them in teaching the subject matter in a robust, hands-on manner, is the best way to set our children's feet down the path toward becoming critical thinking, intelligent individuals. <http://tiny.cc/d3zj3x> <http://tiny.cc/hg0j3x>

Missouri's Constitution defines the aim of education as "a general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people..." I agree wholeheartedly with this gleaming goal. Sadly, developing knowledge and intelligence has been relegated to the back burner as schools struggle harder to meet the demands of our education bureaucracy than meeting the educational needs of our students.

I have never believed that our standards were the source of the problems we are facing in education in Missouri. Neither have I believed that teachers, parents or students are the problem. What I do believe is that the entity our state has granted the

power to direct the entire educational system is the root of the problem. DESE acts more as an agent of the federal government than as public servants of the citizens of Missouri as evidenced by how they do end runs around our elected representation in Jefferson City. The usurpation of our individual, parental and state sovereignty by this bureaucracy has to stop if we expect to achieve the worthy aim of reforming our educational system in rich and meaningful ways. As long as DESE controls the outcomes, Missouri students will remain educationally deprived. No standard and no amount of "rigor" is going to enable our students to reach the heights of their God-given human potential as long as the root of the current decay is allowed to set the fence line.

I ask that the state board reject the work produced by these DESE-manipulated work groups, because the evidence provided proves that the process was entirely corrupted, (and for the subject I was involved in) the NGSS is inferior in quality and the adoption of the privately copyrighted NGSS is unlawful.

How egregious it is that the voices of Missouri's tax-paying citizens are silenced by this corrupt bureaucracy that relies on our money but maliciously supplants our will. Our state (AND nation) is suffering the ravages of this underhanded, backdoor system employed by these un-elected bureaucracies. Enough is enough!!

I demand a public investigation into our department of education for this constant, unfettered usurpation of individual, parental and state sovereignty over the education of our children, in particular, how they hijacked 1490 and the work group process. I demand an open, honest and transparent process for bettering Missouri's educational system that actually produces the high-quality education our children deserve, not another dog and pony show like the one we just concluded that produces nothing more than the appearance of stakeholder input and a substandard product in the end. Our children deserve better!

Sincerely,
Toni Becker
Parent-appointee to the Science 6-12 HB 1490 work group

Date 10-26-15		
Name Tonya Long		
Home Address 10508 E. 243rd Street		
City Peculiar	State MO	Zip 64078
Home Phone Number 816-686-3128		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

My name is Tonya Long. I was a member of the K-5 History & Government workgroup as part of HB1490. I was appointed by then Speaker of the House, Tim Jones. I am a parent of three children in Missouri public schools.

I am here today to express my thoughts surrounding the workgroups and education in Missouri. I believe in the republic our founders gave us. I speak today as one fighting for liberty for my posterity.

I agreed to work on the history and government workgroup because I scarcely saw anything that resembled our founding republic in the actual standards our state had been teaching for decades in public education. Having the chance to give input into new standards for history and governments excited me. Over the course of this past year my excitement has turned to disgust. I thoroughly enjoyed meeting and working with members of my workgroup. They are dedicated to the students they seek to educate and for that I am grateful.

However, I speak today as a citizen of Missouri who is fed up with the status quo in education. Federal intrusion in education is status quo. HB1490 was a bill to eradicate Common Core State Standards from Missouri. That is no secret. Common Core State Standards were not written by Missouri teachers or anyone in Missouri but rather private NGO's as part of a federal push to create national standards for every state. Our governor and department of education signed onto these standards through the Common Core State Standards Initiative in exchange for federal dollars without input from those most closely involved, namely the citizens of the state. As I recall from our countries founding, the main job of an elected employee is to protect the liberty of the people, not sell it in exchange for money. The idea of convening workgroups for HB1490 was taken from our own previous statutes where Missouri educators would write our standards. It expanded on that by including parents for which I was grateful. The goal was to write Missouri's standards, not use privately owned and copyrighted standards.

I must confess I am personally opposed to standards dictating education. I haven't seen any studies that show standards based education has improved our education system since its inception. But then I also don't

believe the purpose of education is to create college and career ready individuals or human capital as many like to refer to students as today. I am an old school girl who believes education is for the betterment of the individual and through that, the individual positively impacts the society they live in. Our own Missouri Constitution says the purpose of education is for, "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people".

I will not lend my name or my support to the work presented to you through the process of this past year. From day one it felt like something was wrong but I couldn't put a finger on what it was. I knew having a paid facilitator wasn't part of the bill language nor was her instruction as to our purpose of our work. Our facilitator made it clear we were simply reviewing the current grade level expectations tied to the current social studies standards and if we saw a needed change, to make that recommendation. When I questioned that by expressing the bill does in fact speak of developing (statute 161.855), I was corrected. The work our group did mirrors what was already in place. We moved some items around but genuinely creating a document that identifies what makes this nation a republic is not there. Identifying how our government system differs from others is missing. Our work group was robbed of the opportunity to work together to create meaningful expectations in the area of history and governments. I ask myself, how do we teach Missouri students the principles of this great republic when our state standards we have to work with use the term constitutional democracy? How does the term liberty never finds its way onto the pages of any GLE's within the document? Or how does ever using the term "authoritative decisions" when writing expectations on the process of governmental system in decision making within our republic remain in this new document? Perhaps the governor and the department of education used "authoritative decision making" when they sold our education to the feds. Unfortunately for them, that isn't how things work in this republic.

Fast forward to the final stages of the work groups and the release of emails between DESE and members of the ELA 6-12 workgroup as well as legislators and NGOs that were obtained through the Freedom of Information Act. Those emails reveal DESEs attempts to control the process of a bill that was developed on the state level by seeking help from

out of state federally funded agencies to aide them in controlling the work group process. Corruption is evil. What this states department of education did through this process was deceptive and corrupt. I cannot and will not lend my name to anything produced from these groups. To do so would go against my conscience. What the department of education did was wrong. To think that so many people, including those I worked alongside, spent countless hours for Missouri students to then find out about this deceit and corruption is why I am here today. Our time was wasted if we all walk away today leaving the status quo. I know what it means to live in this republic and as an employer to the general assembly as well as any agencies created to aide the general assembly, I am here to tell you your job is on the line. You aren't doing the job you were hired to do and if you don't make the necessary changes, you will be replaced. I urge you to reject the work presented because of this corruption. I urge you to address the general assembly with this information and ask for a new process to begin.

Date Oct 26, 2015

Name Parkway School District (Lisa Merideth, Liz Morrison, Courtney Yeager)

Home Address ~~145 Redwood~~ 455 N. Woodsmill Road

City Chesterfield State MO Zip 63017

Home Phone Number (314) 555-4000

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Parkway School District

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

Thank to committee

- # 1 Additional Standards
- # 2 R. gov
- # 3 Alignment

EMAILING
NARRATIVE
COMMENTS TO
1490 COMMENTS ADDRESS
TS

Date

10/26/15

Name

Van Harvey

Home Address

33 Royal Aspen Ct.

City

St. Charles

Home Phone Number

636-447-6227

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

Attended should be written as these were from the people.

3 of 5
Tom Schlimbert

Date			CUT 26 '15		
Name			Robert Miller		
Home Address			8915 Wadsworth Ct		
City		State	Zip		
314		MO	63121		
Home Phone Number			(314) 223-4750		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Senator / Tax Payer

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

Pro for Common Core

MSTA

Rep Wood

K-5 Science ^{not engineering}
6-12 Science

hands on approach

Common Core -

K-5 Social ~~Science~~ Studies - Rationalized approach
6-12 Social Studies

mention of Kennedy's ^{govt} ^{great depression} ^{w w 2} ^{socialism} ^{democracy}
Pushing down throats ^{Bulmer}

ELA ¹⁷ strands -

K-5 ^{Spanish} ^{German} ^{French}

Poetry/drama

15/1 vote

Exa ^{Role} ^{writing}

Common Core

6-12 David Colman

NO MENTION OF

K-5 Math

Calif ^{Minnesota} ^{John Dewey} ^{Supt of LA}

Binal x Hexadrumal

6-12 Math 6-12 - Common Core

Algebra 2
DQA

Mass - ^{Minnesota} ^{California}
South Carolina -
Common Core

Laricia-Weingarten

Content only



ELA/MATH

Carrie Lanning w/STORM

David Coleman - College Board
John King

Procedures for Testimony on HB 1490
October 26, 2015

Much Respect
for these groups -
Teachers/Coaches
Professors, Testing

Citizens who wish to give oral testimony on HB 1490:

1. Must sign up to speak using the witness form.
2. Will have one opportunity to speak starting after the work group reports.
3. Must remain in line until HB 1490 work group reports are complete.
4. Must observe the 3-minute time limit. Please respect the time of others who also wish to speak.

Citizens who wish to give written testimony on HB 1490:

1. May sit in either the State Board Room or the overflow room next door.
2. May leave written testimony with the Board today, mail it to the State Board of Education at P.O. Box 480 Jefferson City, MO 65101 or email it to 1490Comments@dese.mo.gov.

- All citizens are encouraged to comment on specific standards in a survey at the following address: <http://dese.mo.gov/college-career-readiness/curriculum/hb-1490-work-group-process/hb-1490-work-group-documents>. (There will also be a link on dese.mo.gov in the rotating features that will go directly to the surveys.)

NOV 2 - Dec 2

Thank you for coming today and offering your testimony. We value your input to help Missouri public schools and students reach high academic standards.

QXBA Program for In-Student Standards Assessment
 Why Don't we want actual viability?
 Why don't we want to be compared
 with other states?
 Why don't we want more challenging
 standards for a not centrally world?

2015 SAT SAT ACT scores suggest many students
 aren't college ready - Will Kelsen Garrett
Wangarten Randi Wangarten ACT

Date October 28, 2015		
Name Carrie Launius		
Home Address 10018 Benbury Ln		
City St. Louis	State MO	Zip 63128
Home Phone Number 314-974-5384		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

STOM

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

revise science elementary

Good Afternoon Commissioner Van Deven and Missouri School Board Members:

My name is Carrie Launius and I am current president of STOM – science teachers of Missouri. STOM has over 1700 members reaching all corners of the state.

STOM would like to commend the HB 1490 writing teams. We recognize the dedication and commitment of the teams to ensure Missouri students have learning standards that are high quality.

Referring to science,
STOM feels that the middle and high school standards are powerful and impressed with the draft.

Our concern is with the elementary standards. We feel the standards are an excellent start but that their needs to be some major revisions.

The coherence of the standards needs to be corrected; the standards as currently written do not create a progression of instruction in which would allow a lesson to build on previous lessons, moving students from simpler concepts to more complex and challenging concepts, from lower-level thinking to higher-level thinking.

Learning progressions are missing. the standards do not reflect clearly articulated sequences—that is, each grade-level learning expectation

As the HS standards are written in a way that supports three dimensional learning this component is missing in the elementary document.

The elementary standards also do not represent continuous opportunities for students use higher order thinking skills.

STOM believes that the elementary standards as written is a good start toward teaching all Missouri students high quality science but much work needs to be done with them before they should be used. If we teach the standards as is, science learning will be very disjointed

and if these are followed, the transition from elementary science to middle school will be difficult. There is a clear omission of vertical alignment

Please consider ^{the} continued work on the elementary standards. We would also like you to know that we ^{are} the only group associated with NSTA. STOM would like to offer support and expertise to this project by vetting, improving and aligning the document.

Thank you for your time.

The Longwood Science Curriculum
Dennis H. [unclear]

8

Good Afternoon Commissioner Van Deven and Missouri School Board Members:

My name is Mike Szydowski and I am the president-elect of STOM – Science Teachers of Missouri, which represents over 1,700 science educators in our state. I am also the K-12 Science Coordinator for Columbia Public Schools, which has nearly 20,000 students and staff teaching and learning science.

I would like to thank both writing teams for their hard work. The process they had to work under was not ideal and I very much understand the amount of personal time they had to give to reaching their goals.

STOM and I are excited to transition away from the current Missouri science GLEs as they mostly promote memorization of science facts without the processes or problem solving skills that are so essential to science. Currently, the MO science GLEs and assessment can be mostly covered by lots of worksheets, which is not the way to learn and apply science.

I would first like to talk about the secondary science standards. STOM and I feel that these standards represent the latest trends in high quality science education. They have research-based learning progressions tied to content that has been found most appropriate at each grade level, all of their standards represent examples of higher order thinking, and all of the standards represent 3-Dimensional Learning, which means the processes of science are included into every standard. STOM strongly recommends approving the secondary science standards.

The elementary science standards also are an improvement over the current Missouri science GLEs. An obvious effort was made to incorporate higher level standards, which will allow students to problem solve and apply science. However, we did have some concerns about the elementary science standards.

- The way some of the standards were placed into grade levels seems disjointed and does not reflect research on science learning progressions. There are several examples in which a concept seems to stand alone with no background or support of other standards. (Particularly in the area of physical science.) (This will also make finding quality resources for teachers difficult.)
- Amongst some of the higher order standards there are some very low level memorization type standards mixed in.
- When the lower level standards were added in they did not have the same 3 Dimensional Learning opportunities as the other standards.

We want to make it clear that we are not saying we want these standards to be thrown out. Just a little revision to the elementary science standards will create a fantastic set of K-12 science Missouri Learning standards that would be a big improvement over the current Missouri Science GLEs. We are excited at the vision that Missouri students and teachers will get the opportunity to go beyond the memorization of science facts simply for the sake of a state test. This will be an exciting and well needed change for science in Missouri.

Date 10.26.15		
Name GRETCHEN LOGUE		
Home Address		
City STL	State MO	Zip 63122
Home Phone Number		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

Written testimony attached. Request that supporting documents (FOIAed emails) be considered part of the public testimony and be a part of the public record.

Date October 26, 2015		
Name Anne Gassel		
Home Address 16309 Autumn Crest Ct.		
City Ellisville	State MO	Zip 63011
Home Phone Number		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

See written testimony on math standards

Testimony of Anne Gassel
16309 Autumn Crest Court
Ellisville, MO 63011
October 26, 2015
State Board of Education Hearing on HB1490

After watching the State Board for the last several months it is clear that you all are struggling with terms and programs that you have inherited but which you do not understand, i.e. Top 10 x 20 Plan, Highly Effective Teacher Distribution, STEM readiness and high quality college and career ready standards. It is hard to fathom how you can approve statewide policy and programs when you do not even truly grasp what these terms mean. The standards you are being asked to approve in March fall into the category of high quality college and career ready standards. As a member of the Math 6-12 group I want to point out a couple important elements of the document that the work group delivered to the Board.

Foremost I note that our document essentially ends with Algebra II standards. It would be a lie to say that our students are college ready if they have only taken math up through Algebra II. It should be stressed that following the standards as presented in the normal 6-12 progression will not allow for the type of math truly needed to succeed in college level math. I highly encourage each of you personally to speak with a mathematics professor in higher education and ask them if they believe that the standard pathway in this document will prepare students for college math success.

Even if students were to take some post Algebra II coursework in high school, the state would be doing them a disservice by not stressing the benefits of taking Calculus in high school where the course can be taught at a slower pace, with a better teacher to student ration and by a teacher who most likely is a native English speaker. There are so many students who did well in math in K-12, but did not take calculus in high school who are thrown into a calculus class their freshman year only to struggle.

That struggle will be exacerbated by the situation noted on page 64 of the document which reminds that board that Missouri still only requires three years of math for high school graduation. That missing year can be crucial to college success in any of the STEM fields. Math is like a foreign language. It must be practiced regularly to be fluid. Even students who did well in high school math will be rusty when they take a college math placement exam if their last class was over a year ago.

Being prepared for STEM brings me to my second point. I direct your attention to pages 26-42 of the 6-12 document. This section is labeled "Accelerated Pathway For Middle School." I believe this label is misleading. The pathway described in those 17 pages used to be the standard path of mathematics progression where Algebra I was taught in 8th grade for almost everyone. That is the pathway that will lead to preparedness for calculus in high school which will give our children a real chance to succeed in STEM coursework in college. I am not advocating that every child be prepared to take calculus in high school, but we owe our children and parents an honest story about the likelihood of their success if they do not get on this pathway in their district. Districts should understand the importance of this pathway if they truly want to give their students every opportunity to be successful in STEM.

Lastly I want to report that I saw a tremendous amount of resistance to change by math teachers across this state in the surveys that the work group received. Even beyond those surveys were comments related to the group by Algebra II teachers who balked at the idea of having to teach 2 trigonometry standards. The significance of those standards is that the concepts they cover have been included on the ACT exam for the last 15 years and the state of Missouri now requires all 11th graders to take the ACT. The group acquiesced and did not include those standards in the Algebra II sequence, thus there are at least two ACT questions our students will systematically not be prepared to answer on a state required exam.

I believe one of the reasons these teachers balk at having to teach this is because they are themselves not very comfortable with math and that is the fault of our teacher preparation programs. You can tell by the results of the recent teacher certification exams that we are not preparing our math teachers well and that is reflected in their response to having to change anything in the course work. That is an area I would strongly encourage the board to examine more deeply and consider programs that would encourage those in the college math departments to consider a career in teaching.

An Important Note Regarding Post-Algebra 2 Mathematical Studies

It is strongly recommended by the Missouri Department of Higher Education, and by this standards-writing group that for students to be college-ready, students **MUST** take a Mathematics course during their senior year in high school. Many Missouri high school students will be enrolled in Algebra 2 during the sophomore or junior year of high school and accordingly, should plan to take additional coursework in mathematics each year thereafter prior to graduation. Some of the additional topics listed below are specifically recommended by the Missouri Department of Higher Education's Curriculum Alignment Initiative; others are topics that have been traditionally covered in Honors Algebra 2 classes or fourth year mathematics classes. However, it is very important to note that there are many other topics that could be included in a pre-calculus course.

Using a unit circle, create the functions $f(t) = \sin(t)$ and $g(t) = \cos(t)$ to define the position of a point on the circle, at time t . Graph these functions in the coordinate plane, and define and explore amplitude, period, and midline.

Use parameter changes to amplitude, period, midline, and phase shift to model real-world contexts. Use the form $f(t) = A \sin(B(t+h)) + k$ and explain how to determine each of the parameters A , B , h and k .

Solve equations involving trigonometric functions

Solve problems using trigonometric identities

Solve problems using Law of Sines and Law of Cosines

Graph using polar coordinates

Perform partial fraction decomposition of rational functions

Perform operations with matrices and vectors

Analyze and graph rational functions

Understand and use the Fundamental Theorem of Algebra

Solve problems using combinations and permutations

Accelerated Pathway for Middle School

Grade 7 Accelerated Mathematics is part one of a suggested program for students that have demonstrated independent problem solving skills, fluency and accuracy with mathematical computation, and readiness for algebra instruction. All of the content of Grade 7 Mathematics and more than half the content of Grade 8 Mathematics is represented in the Grade 7 Accelerated standards.

The curriculum for the program would move at an accelerated pace. The standards provide opportunities for students to master mathematical content and skills; develop the ability to make sense of problem situations; and build conceptual understanding that serves as the foundation for Algebra 1.

Grade 7 Accelerated areas of focus for study are operations using rational numbers, linear equations and systems of linear equations, random sampling and data distributions, real-world applications of area and circumference of two-dimensional figures, and surface area of three-dimensional figures.

The Standards for Mathematical Practice are incorporated as an integral part to help students demonstrate the understanding of mathematical content.

Grade 8 Accelerated/Algebra 1 Mathematics is part two of a suggested program for students that have demonstrated mastery of Grade 7 Accelerated Mathematics content. The standards include half the content of Grade 8 Mathematics and all of the content of high school Algebra 1. The standards provide opportunities for students to foster independent learning, encourage in-depth exploration of the content, and build the skills and conceptual understanding that serve as the foundation for all high school mathematics courses.

Grade 8 Accelerated/Algebra 1 areas of focus for study are algebraic and graphical representations of problems; function notation and language; linear, quadratic, and exponential relationships; data regression; and the real number system including both rational and irrational numbers.

The Standards for Mathematical Practice are incorporated to help students demonstrate the understanding of mathematical content.

Grade 7 Accelerated Mathematics

Domain	Standards
Ratios and Proportional Relationships	A. Analyze proportional relationships and use them to solve real-world and mathematical problems.
	7.RP.A.1 Compute unit rates, including those that involve complex fractions, with like or different units.
	7.RP.A.2 Recognize and represent proportional relationships between quantities in equations, tables, graphs, diagrams, and real-world situations. The quantities y and x are proportional if $\frac{y}{x}$ is a constant. <ul style="list-style-type: none"> a. Determine when two quantities are in a proportional relationship. b. Identify and/or compute the constant of proportionality (unit rate). c. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. d. Realize that the graph of any proportional relationship will pass through the origin.
	7.RP.A.3 Solve real-world and mathematical problems involving ratios and percentages using proportional relationships, such as simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Domain	Standards
Number Sense and Operations	A. Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.
	7.NS.A.1 Apply and extend previous understandings of numbers to add and subtract rational numbers. <ul style="list-style-type: none"> a. Add and subtract rational numbers to include fractions, decimals, and integers. b. Represent addition and subtraction on a horizontal or vertical number line. c. Describe situations and show that a number and its opposite have a sum of 0 (are additive inverses). d. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. e. Show that the distance between two rational numbers on the number line is the absolute value of their difference. f. Interpret sums and differences of rational numbers by describing real world contexts.

	<p>7.NS.A.2 Apply and extend previous understandings of numbers to multiply and divide rational numbers.</p> <ul style="list-style-type: none"> a. Multiply and divide rational numbers to include fractions, decimals, and integers. b. Show that a number and its reciprocal have a product of 1 (multiplicative inverse). c. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. d. Convert a rational number to a decimal using long division. e. Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat. f. Interpret products and quotients of rational numbers by describing real-world contexts.
	<p>7.NS.A.3 Solve real-world and mathematical problems involving the four arithmetic operations with rational numbers.</p>
	<p>A. Know that there are numbers that are not rational, and approximate them by rational numbers.</p>
	<p>8.NS.A.1 Explore the real number system.</p> <ul style="list-style-type: none"> a. Know the differences between rational and irrational numbers. b. Understand that all rational numbers have a decimal expansion that terminates or repeats. c. Convert decimals which repeat into fractions and fractions into repeating decimals. d. Generate equivalent representations of rational numbers (fractions, decimals, and percentages).
	<p>8.NS.A.2 Estimate the value and compare the size of irrational numbers and approximate their locations on a number line.</p>

Domain	Standards
<p>Expressions, Equations, and Inequalities</p>	<p>A. Use properties of operations to generate equivalent expressions.</p>
	<p>7.EE1.A.1 Apply properties of operations (i.e. commutative, associative, distributive) to simplify and to factor linear algebraic expressions with rational coefficients.</p>
	<p>7.EE1.A.2 Understand how to use equivalent expressions to clarify quantities in a problem context. <i>e.g., Adding a 5% tax to the total is the same as multiplying the total by 1.05; $a + 0.05a = 1.05a$.</i></p>

B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
7.EE1.B.3	Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (i.e. integers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers. <ul style="list-style-type: none"> a. Convert between forms as appropriate. b. Assess the reasonableness of answers using mental computation and estimation strategies.
7.EE1.B.4	Solve real-world and mathematical problems by using and solving linear equations and inequalities in one variable. <ul style="list-style-type: none"> a. Write and solve equations of the form $x+p = q$ and $px = q$ in which p and q are rational numbers. b. Write and solve two-step equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are rational numbers and interpret the meaning of the solution in the context of the problem. c. Write and solve inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of a problem.
A. Work with radicals and integer exponents.	
8.EE1.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.
8.EE1.A.2	Investigate concepts of square and cube roots. <ul style="list-style-type: none"> a. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. b. Evaluate square roots of perfect squares less than or equal to 625 and cube roots of perfect cubes less than or equal to 1000. <p>Recognize that square roots of non-perfect squares are irrational. i.e., explain why numbers are or are not perfect squares using area models.</p>
8.EE1.A.3	Express very large and very small quantities in scientific notation and approximate how many times larger one is than the other.
8.EE1.A.4	Use scientific notation to solve real-world and mathematical problems. <ul style="list-style-type: none"> a. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. b. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. <i>e.g., Use millimeters per year for tectonic plate movement.</i>

	c. Input and interpret scientific notation using technology.
	C. Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations.
8.EE.I.C.7	Solve linear equations and inequalities in one variable. <ul style="list-style-type: none"> a. Give examples of linear equations with one solution, infinitely many solutions, or no solutions. b. Solve linear equations and inequalities with rational number coefficients, including equations and inequalities whose solutions require expanding expressions using the distributive property and combining like terms.

Domain	Standards
Geometry and Measurement	A. Draw and describe geometrical figures and describe the relationships between them.
	7.GM.A.1 Solve problems involving scale drawings of real-world objects and geometric figures, including computing actual lengths and areas from a scale drawing and reproducing the drawing at a different scale.
	7.GM.A.2 Use a variety of tools (freehand, ruler, protractor, and/or technology) to construct geometric shapes. <ul style="list-style-type: none"> a. Construct triangles given 3 sides, given 3 angles, or given a combination of 3 sides and/or angles and decide if the measurements determine a unique triangle, more than one triangle, or no triangle. b. Construct special quadrilaterals given specific parameters about angles or sides. i.e., kite, trapezoid (a quadrilateral that has exactly two parallel sides), rhombus, parallelogram, rectangle.
	7.GM.A.3 Describe two-dimensional cross sections of pyramids, cones, cylinders, and prisms including cross-sections that are not necessarily parallel to the base of the figure.
	B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
	7.GM.B.4 Understand concepts of circles. <ul style="list-style-type: none"> a. Demonstrate an understanding of the relationships among radius, diameter, and circumference of a circle. b. Understand the relationship among the circumference, the diameter, and π. c. Explore the relationship between circumference and area of a circle. d. Know and apply the formulas for circumference

	and area of circles to solve real-world and mathematical problems.
7.GM.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
7.GM.B.6	Solve real-world and mathematical problems involving area, volume and surface area. <ul style="list-style-type: none"> a. Understand the concept of area and find area of triangles, quadrilaterals, and other polygons composed of triangles and rectangles. b. Understand the concepts of volume and surface area and find related measures for cubes, right triangular prisms and pyramids, right rectangular prisms and pyramids, and cylinders.
A. Understand congruence and similarity using physical models, transparencies, or geometry software.	
8.GM.A.1	Verify experimentally the congruence properties of rigid transformations (rotations, reflections, and translations). <ul style="list-style-type: none"> a. Verify that lines are mapped to lines, including parallel lines. b. Verify that corresponding angles are congruent. c. Verify that corresponding line segments are congruent.
8.GM.A.2	Understand that two-dimensional figures are congruent if a series of rigid transformations (rotations, reflections, translations) can be performed to map the pre-image to the image. Given two congruent figures, describe the sequence of transformations that justifies the congruence between them.
8.GM.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.GM.A.4	Understand that two-dimensional figures can be similar if a series of transformations (rotations, reflections, translations and dilations) can be performed to map the pre-image to the image. Given two similar figures, describe a sequence of transformations that justifies the similarity between them.
8.GM.A.5	Explore angle relationships and establish informal arguments for the following: <ul style="list-style-type: none"> a. The sum of the angles in a triangle. b. The relationship between the interior and exterior angles of a triangle. c. The angles created when parallel lines are cut by a transversal. d. Congruent corresponding angles in similar figures.

C. Solve real-world and mathematical problems involving volume of cones, pyramids, and spheres.	
8.GM.C.9	Solve real-world and mathematical problems involving surface area and volume. <ul style="list-style-type: none"> a. Understand the concept of surface area and find surface area of pyramids (triangular and rectangular). b. Understand the concepts of volume and find relationship among pyramids (triangular and rectangular), cones and spheres.

Domain	Standards
Data Analysis, Statistics, and Probability	A. Use random sampling to draw inferences about a population.
	7.DSP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population. <ul style="list-style-type: none"> a. Understand that a sample is a subset of a population and both the sample and the population have similar characteristics. b. Understand that generalizations from a sample are valid only if the sample is representative of the population. c. Understand that random sampling is used to produce representative samples and support valid inferences.
	7.DSP.A.2 Use data from multiple samples to draw inferences about a population and investigate variability in estimates of the characteristic of interest. <i>e.g. Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data; gauge how far off each of the estimates or predictions might be.</i>
	B. Draw informal comparative inferences about two populations.
	7.DSP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>e.g. The mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>
7.DSP.B.4 Compare the numerical measures of center (mean and median), measures of frequency (mode) and measures of variability (range, interquartile range, and mean absolute deviation) from two random samples to draw inferences about the populations.	

Grade 8 Accelerated/Algebra 1 Mathematics

Domain	Standards
Number and Quantity	A. Extend and use properties of rational exponents.
	A1.NQ.A.1 Explain how the meaning of rational exponents extends from the properties of integer exponents to rational exponents <i>e.g.</i> , $\left(5^{\frac{1}{3}}\right)^3 = 5$
	A1.NQ.A.2 Rewrite expressions involving simple radicals and rational exponents using the properties of exponents. Limit to rational exponents with a numerator of 1. <i>e.g.</i> , $\sqrt[n]{x} = x^{\frac{1}{n}}$
	B. Use units to solve problems.
	A1.NQ.B.3 Use units of measure as a way to understand and solve problems involving quantities such as rates, time, length, area, and capacity. <ul style="list-style-type: none"> a. Identify, label, and use appropriate units of measure within a context. b. Convert units and rates within a system without conversion factors provided and between systems with the conversion factor provided. c. Use units within multi-step problems. <i>e.g.</i>, <i>An L-shaped concrete slab is composed of a rectangular piece 30 feet 6 inches by 20 feet 4 inches and a second piece 10 feet 8 inches by 8 feet 3 inches. If the slab is 4 inches thick, how many cubic yards (to the nearest greater $\frac{1}{4}$ cubic yard) need to be ordered?</i> d. Choose and interpret the scale and the origin in graphs and data displays.
	A1.NQ.B.4 Define and use appropriate quantities for representing a given context or problem.
A1.NQ.B.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <i>e.g.</i> , <i>Problems involving money are normally computed to the nearest cent.</i>	

Domain	Standards
Geometry and Measurement	B. Understand and apply the Pythagorean Theorem.
	8.GM.B.6 Use models to demonstrate a proof of the Pythagorean Theorem and its converse.
	8.GM.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensional contexts.
	8.GM.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Domain	Standards
Expressions, Equations, and Inequalities	B. Understand the connections between proportional relationships, lines, and linear equations.
	8.EE1.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships given multiple representations including tables, graphs, and equations.
	8.EE1.B.6 Apply concepts of slope and y -intercept to graphs, equations, and proportional relationships. <ol style="list-style-type: none"> a. Explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. b. Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.
	C. Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations.
	8.EE1.C.8 Analyze and solve systems of linear equations. <ol style="list-style-type: none"> a. Graph systems of linear equations and recognize the approximation of their intersection as the solution to the system. b. Explain why solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs. c. Explain why systems of linear equations can have one solution, no solution, or infinitely many solutions. d. Solve systems of two linear equations in two variables algebraically, including methods of substitution and elimination, or through inspection. e. Solve real-world and mathematical problems leading to two linear equations in two variables.

Domain	Standards
Algebra— Seeing Structure in Expressions	A. Interpret and use structure.
	A1.SSE.A.1 Interpret the contextual meaning of individual terms or factors from a given situation that utilizes formulas or expressions.
	A1.SSE.A.2 Analyze the structure of polynomial expressions in order to rewrite the expressions in equivalent forms.
	A1.SSE.A.3 Choose and produce equivalent forms of a quadratic expression to reveal and explain properties of the quantities represented by the expression. <ul style="list-style-type: none"> a. Find the zeros of a quadratic function by rewriting it in factored form. b. Find the maximum or minimum value of a quadratic function by completing the square.

Domain	Standards
Algebra—Creating Equations	B. Create equations that describe linear, quadratic, and exponential relationships.
	A1.CED.B.4 Create equations and inequalities in one variable and use them to model and/or solve problems, including, linear, quadratic, and exponential (integer inputs only) relationships.
	A1.CED.B.5 Create linear and simple quadratic ($y = ax^2$, $y = ax^2+b$) and exponential ($y = ab^x$) equations in two variables. Graph the equations on coordinate axes with labels and scales.
	A1.CED.B.6 Represent constraints by equations or inequalities, and by systems of equations or inequalities. Interpret data points as a solution or non-solution in a modeling context.
	A1.CED.B.7 Solve literal equations and formulas for a specified variable that highlights a quantity of interest.

Domain	Standards
Algebra—Reasoning with Equations and Inequalities	C. Understand solving equations as a process and solve equations and inequalities in one variable.
	A1.REI.C.8 Explain how each step taken when solving a simple equation or inequality in one variable creates a new equation or inequality that has the same solution as the original.
	A1.REI.C.9 Solve mathematical and real-world problems involving quadratic equations in one variable. <ul style="list-style-type: none"> a. Use the method of completing the square to transform a quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solution. b. Derive the quadratic formula from $ax^2 + bx + c = 0$, (a,b,c any real number) c. Solve quadratic equations by inspection, using the square root property, completing the square, using the

	quadratic formula, and factoring as appropriate to the initial form of the equation. If students encounter complex solutions, they should state “no real solution.”
	D. Solve systems of equations.
A1.REI.D.10	Solve a system of linear equations algebraically and graphically.
A1.REI.D.11	Solve a simple system consisting of a linear equation and a quadratic function algebraically and graphically.
A1.REI.D.12	Justify that given a system of two equations in two variables, the solution is not changed when one of the equations is replaced by a linear combination of itself.
	E. Represent and solve linear and exponential equations and inequalities graphically.
A1.REI.E.13	Explain that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
A1.REI.E.14	Graphically show that the solution to the equation $f(x) = g(x)$ is the x -coordinate(s) of the point(s) of intersection of $y = f(x)$ and $y = g(x)$.
A1.REI.E.15	Graph the solution to a linear inequality in two variables.
A1.REI.E.16	Solve a system of linear inequalities by graphing.

Domain	Standards
Algebra-Arithmetic with Polynomials and Rational Expressions	F. Perform operations on polynomials.
	A1.APR.F.17 Add, subtract and multiply polynomials, and understand that polynomials follow the same general rules as arithmetic and are closed under these operations.
	A1.APR.F.18 Divide polynomials by monomials.

Domain	Standards
Functions	A. Define, evaluate, and compare functions.
	8.F.A.1 Explore the concept of functions. (The use of function notation is not required.) <ul style="list-style-type: none"> a. Understand that a function assigns to each input exactly one output. b. Determine if a relation is a function using multiple

	<p>representations including mappings, tables and graphs. c. Graph a function from a table of values.</p>
8.F.A.2	<p>Compare characteristics of two functions each represented in a different way. <i>e.g., algebraically, graphically, numerically in tables, or by verbal descriptions</i></p>
8.F.A.3	<p>Investigate the differences between linear and nonlinear functions.</p> <ol style="list-style-type: none"> Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line. Recognize that the graph of a linear function has a constant rate of change. Give examples of nonlinear functions.
B. Use functions to model relationships between quantities.	
8.F.B.4	<p>Use functions to model linear relationships between quantities.</p> <ol style="list-style-type: none"> Understand that the slope is the constant rate of change and the initial value is the y-intercept. Describe their meanings in the context of a given situation. Determine the slope and the y-intercept of a linear function given a description of the relationship or from two points, tables, or graphs. Determine the x-intercept, if it exists. Describe its meaning in the context of a given situation.
8.F.B.5	<p>Describe the functional relationship between two quantities from a graph (<i>e.g., constant, increasing/decreasing, linear/nonlinear, continuous/discontinuous</i>) and be able to sketch a graph given a verbal description.</p>

Domain	Standards
Functions—Interpreting Functions	A. Understand the concept of a function and use function notation.
	A1.IF.A.1 Extend previous knowledge of a function to apply to general behavior and features of a function. Understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range.
	<ol style="list-style-type: none"> Represent a function using function notation and explain that $f(x)$ denotes the elements of the range of a function f that correspond to the elements of the domain. Understand that the graph of a function labeled f is the set of all ordered pairs (x, y) that satisfy the equation $y = f(x)$.
	A1.IF.A.2 Use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
	B. Interpret linear, quadratic, and exponential functions in terms of the

	context.
A1.IF.B.3	Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function that models the relationship between two quantities. Sketch a graph showing key features including: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximum or minimum; symmetries; and end behavior.
A1.IF.B.4	Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.
A1.IF.B.5	Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.
A1.IF.B.6	Interpret the parameters of a linear or exponential function in terms of the context.
	C. Analyze linear, quadratic, and exponential functions using different representations.
A1.IF.C.7	Graph functions, including simple piecewise-defined functions (linear, simple quadratic and simple exponential), from their symbolic representation and show key features of the graph both by hand and by using technology.
A1.IF.C.8	Translate between different but equivalent forms of a function to reveal and explain different properties of the function and interpret these in terms of a context, <i>i.e.</i> , <i>slope</i> , <i>intercepts</i> , <i>extreme values</i> .
A1.IF.C.9	Compare the properties of two functions given different representations. <i>e.g.</i> , <i>tables</i> , <i>graphs</i> , <i>equations</i> or <i>verbal descriptions</i>

Domain	Standards
Functions-Building Functions	D. Build new functions from existing functions (limited to linear, quadratic, and exponential).
	A1.BF.D.10 Describe the effect of the transformations on the graph of $f(x)$ by $kf(x)$, $f(x) + k$, $f(x + k)$ for specific values of k (any real number). Find the specific value of k given the graphs of $f(x)$ and the graph after a transformation has been performed.

Domain	Standards
Functions—Linear, Quadratic and Exponential Models	E. Construct and compare linear, quadratic, and exponential models and solve problems.
	A1.LQE.E.11 Distinguish between situations that can be modeled with linear or with exponential functions. <ol style="list-style-type: none"> Show that linear functions change by equal differences over equal intervals. Show that exponential functions change by equal factors over equal intervals. <i>e.g., by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals</i> Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
	A1.LQE.E.12 Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.
	A1.LQE.E.13 Construct linear and exponential equations given graphs, verbal descriptions or tables.
	F. Use arithmetic and geometric sequences.
	A1.LQE.F.14 Write arithmetic and geometric sequences in recursive and explicit forms, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions. <i>e.g., Explicit form: $f(n)=3n+2$; Recursive Form: $f(n+1)=f(n) + 1$</i>
	A1.LQE.F.15 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the set of integers.
	A1.LQE.F.16 Construct arithmetic and geometric sequences, given graphs, verbal descriptions, or tables.
	A1.LQE.F.17 Find the terms of general sequences given an explicit or recursive formula.

Domain	Standards
Data Analysis, Statistics, and Probability	A. Investigate patterns of association in bivariate data.
	8.DSP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative correlation, linear association, and nonlinear association.
	8.DSP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally find a line of

	best fit, and informally assess the fit of the line by evaluating the closeness of the data points to the line.
8.DSP.A.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>e.g. In a linear model for a biology experiment, interpret a slope of 1.5 mm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 mm in mature plant height.</i>
8.DSP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. <ul style="list-style-type: none"> a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>e.g., Collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>

Domain	Standards
Data and Statistical Analysis	A. Summarize, represent, and interpret data.
	A1.DS.A.1 Analyze and interpret data with plots on the real number line (dot plots, histograms, and box plots).
	A1.DS.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation*) of two or more different data sets. *The standard deviation should be limited to a small data set with an integral mean. <i>e.g., a sample of 10 quiz scores</i>
	A1.DS.A.3 Interpret differences in shape, center, and spreads in the context of the data sets, accounting for possible effects of extreme data points (outliers).
	A1.DS.A.4 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
	A1.DS.A.5 Given a table of data (or data in context) for two quantitative variables, represent the relationship on a scatter plot and describe how the variables are related. Identify a function that best describes the relationship and use this function to solve problems. <ul style="list-style-type: none"> a. Using estimation and/or technology, fit a linear function

	<p>to bivariate data represented on a scatter plot that minimizes residuals (distances from the mean).</p> <p>b. Using technology, fit an exponential or quadratic function to bivariate data represented on a scatter plot that minimizes residuals.</p>
A1.DS.A.6	Interpret the slope (rate of change) and the y-intercept (constant term) of a linear model in the context of the data.
A1.DS.A.7	Using available technology, determine the correlation between two numerical unknowns, interpret the correlation, and describe the strengths and weaknesses of the correlation coefficient as a measure of linear association.
A1.DS.A.8	Distinguish between correlation and causation.

(11)

Date Down Oct 24		
Name Donna Heame		
Home Address 318 Clinton Ln		
City St Louis	State MO	Zip 63141
Home Phone Number 314-878-4357		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Personal

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

- 1) Return assessments to once a year test like the Iowa Tests of Basic skills from 50 years ago with no collection of personal data on students. Test should measure knowledge and understanding and be used by teacher to improve child's education.
- 2) Start refuting federal money and the compliance costs. Cut the no bureaucracy accordingly.

Date 10-27-15		
Name Tonya Pobst		
Home Address 896 Co. Hwy 473		
City Sikeston	State MO	Zip 63801
Home Phone Number 573-380-2671		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

Ed Martin, President of Phyllis Shaflee's Eagle Forum

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. **Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.**

Speaking on behalf of Ed Martin, President of Phyllis Shaflee's Eagle Forum.

Across the nation, we are seeing unprecedented assault on education by people who wish to direct our children's future based on their vision of good outcomes. Common Core is degrading our children's and insulting to our parents. Here in Missouri, where I live, Common Core is having a terrible impact not only on education of the children, but also by dividing our community parents, teachers versus technocrats and those who benefit from the education industry. I join the calls of parents, teachers, men and women of good will to the Missouri BOE and all who have influence. please, stop Common Core and return power to parents, teachers, and local boards of education

Date			10/26/15		
Name			Nicholas Kremer		
Home Address			1803 Moss Creek Ct.		
City		State	Zip		
Columbia		MO	65201		
Home Phone Number			(573) 808-5710 (cell)		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

- Member of ELA 6-12 Work Group
- Educator (~~the~~ Coordinator of English Language Arts + Social Studies) for Columbia Public Schools * Though my opinions are my own personal ones and not ~~the~~ spoken on behalf of the organization

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

(See Back)

My name is Nick Krenn and I am the Coordinator of Language Arts + Social Studies in Columbia Public Schools and was a member of the ELA 6-12 Standards work group. I want to start by thanking the various committee chairs and any other work group members in attendance for their service to the State of Missouri - this was difficult, time-consuming work that brought little gratitude and lots of ~~bullying~~ ^{from political interest groups} but is important work with very real consequences for our students.

In many cases, I think the fruits of your labor have ~~partly~~ ^{clearly} shined through. The Secondary Science and Secondary Social Standards, in particular, represent marked improvements over the existing GLEs/LEs and if adopted will undoubtedly help educators prepare students for ^{the} demands of the post-graduate demands of the 21st century. I'm admittedly a bit biased, but I also believe the proposed Secondary English standards ~~improve upon~~ ^{improve upon} the existing Missouri Learning Standards by removing redundancy, clarifying ambiguity, and adding important objectives that are ~~currently~~ ^{currently} absent, ~~while maintaining~~ ^{while maintaining} the positive attributes of the existing standards and minimizing disruption to practicing educators who have ~~the~~ ^{invested} time and resources in teaching them over the last few years.

That said, a significant problem that exists ~~within the proposed standard revisions~~ ^{within} the proposed standard revisions is a fundamental disconnect between the elementary standards and secondary standards within each discipline. ~~Not only~~ ^{Not only} is there a gap in learning objectives between 5th grade and 6th grade, there are major organizational and philosophical differences between each set of standards in each area ~~between disciplines~~ ^{between disciplines} that will lead to problems ^{who may} 5th graders ~~not~~ ^{not} appropriately be prepared for the rigor of the 6th grade standards, ~~which~~ ^{which} themselves have been "back-mapped" from the demands of colleges and careers. I wish I had a good suggestion ^{to you} about what to do ^{about} ~~with~~ this dilemma, but I ~~am~~ ^{am} concerned the HB1490 legislation has left you with ~~piece meal products~~ ^{product} ~~rather than~~ ^{rather than} a product produced from a variety of autonomous groups rather than a cohesive solution.

will mean to local school districts
development -

With due respect to the K-5 Social Studies committee, I also have significant concerns with the proposed changes in scope + sequence ~~into~~ ^{into} 5th grade Social Studies. Essentially, ^{what} is currently 5th grade has been moved to 4th, and so on, to implement these changes, local districts will need to invest heavily in ^{new} textual resources ~~for~~ ^{for} the changed grade levels and to train teachers who are ~~in these areas~~.

Date <i>10-26-15</i>		
Name <i>Julie Thomas</i>		
Home Address <i>P.O. BOX 1904</i>		
City <i>Lake Ozark</i>	State <i>MO</i>	Zip <i>65049</i>
Home Phone Number <i>573-365-2044</i>		

ORGANIZATION INFORMATION
Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
Parent
also on the History Workgroup 6-12

TESTIMONY
If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.
I want to raise the concern I have over
Data Collection
Parental Rights
the MLE being manipulated
by corps.
Remind DESE that they are not
to be biased but obey the law. Thank you

Date			Oct 26, 2015		
Name			Lou Ann Saighman		
Home Address			1917 SW Wall St. Cir.		
City		State	Zip		
Blue Springs		MO	64015		
Home Phone Number			816-220-6625		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:

ELA 6-12
minority work group member

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

Attached supporting documents to be part of public record and testimony.

**Minority Report to the Missouri State Board of Education
HB 1490 ELA 6-12 Minority Workgroup Committee
October 1, 2015**

Committee Members

Kasey Brzycki, Speaker of the House Appointee (education professional)
Heather Drury, Speaker of the House Appointee (parent)
Jill Noble, Lieutenant Governor Appointee (education professional)
Lou Anne Saighman, Speaker of the House Appointee (education professional)
Stacy Shore, Senate President Pro Tem Appointee (parent)

Narrative

Please find the attached statement from the group which was submitted to the State Board of Education in April. This statement provides the information and reasons for the creation and need for a minority group. We believe it is unfair of this board to refuse to acknowledge a minority group as well as a minority report and alternative standards recommendations. Since the formation of the minority group in March, a FOIA request was made by Rep. Bryan Spencer of email records dating from May 2014-February 2015 which simply validated our reasons for forming the minority group. Emails between DESE employees, appointed work group members, and the press as well as DESE hired group facilitators confirmed that DESE was attempting to control the outcome of the meetings by specifically urging certain group members to agitate the parents in order to cause chaos within the groups and deem them a failure. DESE even went as far as to invite the press so it would appear that the parents were crazy and out of control. This type of manipulation from DESE as well as other appointed members of this workgroup is unacceptable.

Also attached is a draft version of the 6-12 ELA standards written by Dr. Sandra Stotsky. These standards are free to any state that wishes to use them and are in the public domain. This version has been updated to reflect the concerns of a 2010 Fordham Institute report on the ELA standards that the state of Massachusetts was using at the time. In this Fordham report, Missouri received a D, while Massachusetts received an A- for their ELA standards. Dr. Stotsky took their recommendations and made those changes to her public domain version. It is in our opinion that this set of standards is far superior to the current Missouri Learning Standards (Common Core). The Common Core standards that Missouri is currently using received a B in the same Fordham report from 2010 and have not been improved upon since then. As committee members, we ask ourselves why the state of Missouri is knowingly and willingly settling for average standards for our students when there are far superior ones that exist. In addition, the ELA 6-12 standards that were submitted by the majority group are simply another

rebrand of the current common core standards. In reviewing the FOIA emails mentioned above, it became clear that DESE sought out assistance from rebranding experts in another state to help with their plan to keep common core and steer the workgroups in one direction. Again, this is unacceptable. Furthermore, we believe that the majority group has not been truthful in their reports to the State Board of Education, specifically reporting that the ELA K-5 group refused to meet with our workgroup. That is an outrageous lie. The truth of the matter is that the members of the minority group on September 22, 2014, made that request and were told no and voted down by the majority. Several attempts were made by minority members to raise the issue of meeting with the K-5 group for the purpose of vertical alignment and were continually stalled and out voted on group motions. Several attempts were also made by the K-5 group to meet for alignment purposes and each time, the majority 6-12 made an on the spot motion to NOT meet.

We respectfully request our names be removed from the official ELA 6-12 document that was submitted to the State Board of Education as these standards are not our recommendation nor was the law followed during the workgroup process.

ELA Workgroup Statement
March 16, 2015

As appointed members of this ELA 6-12 HB 1490 workgroup, we feel that we can no longer in good conscience actively continue to attend workgroup meetings, but are going to work on a minority report and an alternate to the review being written by this group which we feel adheres to the tasks and follows the procedures and expectations stated in HB 1490. We feel that the legitimacy and integrity of the workgroup has been jeopardized by Nick Kremer refusing to remove himself once former Speaker Jones officially un-appointed him in October for not meeting the qualifications of the statute. Furthermore, it is in our opinion that since he has continued to have a seat and the table and contribute to the group as well as vote on key issues, that any work completed since his removal from Speaker Jones is not valid and the legitimacy of such work can be called into question at any time by the state board of education. In addition, the December vote taken by members present at the time clearly shows that a majority of the group is refusing to recognize the authority of house leadership, therefore contributing to the lack of legitimacy for the group and its work.

We recognize and understand that the group made a motion and took a vote stating, *"The workgroup does not recognize any changes to the workgroup make-up until there is an interpretation of the law regarding allowable procedure to change the make-up of the workgroup by a Missouri court."* It is in our opinion that this type of arrogance and disrespectful behavior towards those charged with appointing members only brings into question the legitimacy and professionalism of those individuals charged with reviewing and recommending ELA 6-12 standards, and we refuse to have our names on any official document being submitted to the state board of education as required in HB 1490. Our continued participation in this workgroup goes against the wishes of the citizens and taxpayers of Missouri as they are expecting a legal, legitimate review of the current Missouri Learning Standards by a highly qualified and legally appointed workgroup. In our opinion, this group no longer meets those qualifications per their own policy allowing for unqualified individuals to continue participating in the group.

HB 1490 states *"The state board of education shall also solicit comments and feedback on the academic performance standards or learning standards from the joint committee on education and from academic researchers."* It is in our opinion that it is best educational practice to seek comments and feedback on the standards from academic researchers as they are being developed in order help guide our decisions and ensure that the ELA 6-12 standards reflect sound learning principles and set high expectations for all Missouri's students. This process is NOT allowed in our workgroup since the majority took a vote to not allow ANY outside expert to review or give feedback of the standards they are writing. In one of the most embarrassing and arrogant moves of the group, Dr. Sandra Stotsky was not allowed to speak or give feedback on the strands that the group was working on in October. It was only after a heated debate that the group made a motion to allow her two minutes of speaking time. Dr. Sandra Stotsky is considered one of the leading national experts on ELA standards and could have been a great benefit to our group.

It is for these reasons that we are going to begin to write an official minority report to be submitted to the State Board of Education by October 2015 as well as a minority update to be submitted with the ELA 6-12 update at the April 2015 meeting when workgroups are required by HB 1490 to report the progress of the group. Missouri's students, teachers, and taxpayers deserve the best standards that we can give them. What is being written by this group does not meet those qualifications and we refuse to sign our name to standards being reviewed and written with such disregard to the expectations of HB 1490.

Kasey Brzycki
Heather Drury
Jill Noble
Stacy Shore
Lou Ann Saighman

***An English Language Arts Curriculum Framework
for American Public Schools:
A Model***

***For use by any state or school district
without charge***

***Chief Author: Sandra Stotsky
Professor Emerita, University of Arkansas***

February 2013

Table of Contents

Purpose and Sources of this Curriculum Framework	3
Guiding Principles	4
Overview of General Standards and Learning Standards	7
1. Discussion and Group Work	10
2. Oral Presentation	12
3. Structure and Conventions of Modern English	15
4. Vocabulary and Concept Development	17
5. Formal and Informal English	21
6. Foundations of Reading and Spelling	24
7. Nonfiction	31
8. Fiction	36
9. Poetry	39
10. Drama	41
11. Myth, Legend, Traditional Narrative, and Classical Literature	43
12. The Research Process	48
13. Analytical Writing	51
14. Persuasive Writing	54
15. Personal Writing	56
Appendix A: Suggested Authors and Illustrators Who Reflect Our Common Literary and Cultural Heritage	
Appendix B: Suggested Authors and Illustrators of World Literature and Twentieth-Century American Literature	
Appendix C: Glossary of Terms	
Appendix D: A Perspective on the Goals and Content of English Language Arts Instruction in this Country	
Appendix E: The Limited English Proficient Student in the English Language Arts Classroom	
Appendix F: How Literature Can Be Related to Key American Historical Documents	
Appendix G: Independent Evaluative Comments	

Purpose of this Curriculum Framework

This curriculum framework provides standards designed to guide reading and English teachers in the development of a coherent English language arts curriculum from PreK to 12. It is based on two premises: that learning in the English language arts should be cumulative and that the reading of increasingly challenging literary and non-literary works as well as the writing of increasingly extensive research papers are the basis for developing the independent thinking needed for self-government.

The four discipline-based strands in this framework—Listening and Speaking, Language Study, Reading and Literature, and Research and Composition—are interdependent. At all grade levels, a sound English language arts curriculum integrates concepts and skills from all four strands.

A sound reading and literature curriculum also expects students to apply their language skills to increasingly challenging material linked in ways that promote cumulative learning. A coherent sequence of reading, research, and writing assignments ensures that students both broaden and deepen their base of literary/historical knowledge. It is this broadening and deepening knowledge base that stimulates intellectual growth and enhances their capacity for independent critical thinking.

Sources of this Curriculum Framework

The four discipline-based areas reflected in 15 General Standards are broad statements of what students should know and be able to do in the English language arts. They are then broken down into Learning Standards for each grade from PreK to 12. These General Standards and Learning Standards come from a long-planned revision of the 2001 Massachusetts English Language Arts Curriculum Framework. The final draft of the revised framework, completed in November 2009, reduced the 27 General Standards in the 2001 framework to 15 in order to eliminate repetition and call attention to more demanding reading and literary study in the high school grades; expressed the 2001 Learning Standards with greater clarity; and offered additional learning standards for beginning reading and spelling, a sequence of new standards for nonfiction reading in the elementary and middle grades, and a richer sequence for vocabulary development.

This draft framework was never sent to the board of elementary and secondary education for a vote to send it out for public comment. It went to the board in July 2010 only as a working draft (<http://www.doe.mass.edu/frameworks/ela/0610draft.pdf>) and simply for the board's information. It accompanied Common Core's final version of its English language arts standards and other materials expressly developed to support the board's adoption of Common Core's standards.

The ten Guiding Principles come from the 2001 Massachusetts English Language Arts Curriculum Framework; they articulate a set of beliefs about the teaching, learning, and assessing of the English language arts. Appendix A is from the original, 1997 version of this framework; it is a suggested list of authors and illustrators who reflect our common literary and cultural heritage. Its K-8 list was reviewed, organized, and approved by the editors of *The Horn Book* using, as requested in 1997, one criterion: literary quality; the 9-12 list was reviewed by literary scholars from diverse backgrounds. Appendix B is from the 2001 curriculum framework and is a suggested list of twentieth-century American authors and illustrators, as well as of past and present authors from other countries and cultures. Appendix C, a glossary explaining technical words and phrases, as well as Appendices D, E, and F, also come from the 2001 framework. Appendix G, which contains an evaluation of the 2010 draft revision of the 2001 Curriculum Framework, is from the Fordham Institute's 2010 review of state standards.

Guiding Principles

The following principles are philosophical statements to guide the construction and evaluation of English language arts curricula.

Guiding Principle 1

An effective English language arts curriculum develops thinking and language together through interactive learning.

Effective language use both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. The standards in this framework specify the intellectual processes that students draw on as they use language. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the English language arts and in all the other disciplines when they undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.

Guiding Principle 2

An effective English language arts curriculum develops students' oral language and literacy through appropriately challenging learning.

A well planned English language arts instructional program provides students with a variety of oral language activities, high-quality and appropriate reading materials, and opportunities to work with others who are reading and writing. In the primary grades, systematic phonics instruction and regular practice in applying decoding skills to decodable materials are essential elements of the school program. Reading to preschool and primary grade children plays an especially critical role in developing children's vocabulary, their knowledge of the natural world, and their appreciation for the power of the imagination. Beyond the primary grades, students continue to refine all their language skills.

Guiding Principle 3

An effective English language arts curriculum draws on literature from many genres, time periods, and cultures, featuring works that reflect our common literary heritage.

American students need to become familiar with works that are part of a literary tradition going back thousands of years. Thus, the curriculum should emphasize literature reflecting the literary and civic heritage of the English-speaking world. Students also should gain exposure to works from the many communities that make up contemporary America as well as from countries and cultures throughout the world.

Appendix A of this framework presents a list of suggested authors and illustrators who contribute to the common literary and cultural heritage of students attending public schools in this country. Appendix B presents lists of suggested twentieth-century American authors and illustrators, as well as past and present authors from other countries and cultures. In order to foster a love of reading and prepare students for a meaningful high school diploma, English and reading teachers

need to encourage a great deal of independent reading outside of class. School librarians play a key role in finding books to match students' interests.

Guiding Principle 4

An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in expository, persuasive, narrative, and expressive discourse.

At all levels, students' writing records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.

Guiding Principle 5

An effective English language arts curriculum provides for the study of all forms of media.

Multimedia, television, radio, film, Internet, and videos are prominent modes of communication in the modern world. Like literary genres, each of these media has its unique characteristics, and students learn to apply techniques used in the study of literature and exposition to the evaluation of multimedia, television, radio, film, Internet sites, and video.

Guiding Principle 6

An effective English language arts curriculum provides explicit skill instruction in reading and writing.

Explicit skill instruction can be most effective when it precedes student need. Systematic phonics lessons, in particular decoding skills, should be taught to students before they try to use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness — the ability to pay attention to the component sounds of language. Effective instruction can take place in small groups, individually, or on a whole class basis. Explicit skill instruction can also be effective when it responds to specific problems in student work. For example, a teacher should monitor students' progress in using quotation marks to punctuate dialogue in their stories, and then provide direct instruction when needed.

Guiding Principle 7

An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.

Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized and applied purposefully. For example, a research skill has become a strategy when a student formulates his own questions and initiates a plan for locating information. A reading skill has become a strategy when a student sounds out unfamiliar words, or

automatically makes and confirms predictions while reading. A writing skill has become a strategy when a student monitors her own writing by spontaneously asking herself, “Does this organization work?” or “Are my punctuation and spelling correct?” When students are able to articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them, they have become independent learners.

Guiding Principle 8

An effective English language arts curriculum builds on the language, experiences, and interests that students bring to school.

Teachers recognize the importance of being able to respond effectively to the challenges of linguistic and cultural differences in their classrooms. Sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in their neighborhood, but which may not have the same meaning or usefulness in school. Teachers try to draw on these different ways of talking and thinking as bridges to speaking and writing in Standard American English.

Guiding Principle 9

An effective English language arts curriculum develops each student’s distinctive writing or speaking voice. A student’s writing and speaking voice is an expression of self.

Students’ voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students’ voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another’s writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

Guiding Principle 10

While encouraging respect for differences in home backgrounds, an effective English language arts curriculum nurtures students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life.

Teachers instruct an increasingly diverse group of students in their classrooms each year. Students may come from any country or continent in the world. Taking advantage of this diversity, teachers guide discussions about the extraordinary variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in American cultural history to help prepare them to become self-governing citizens of the United States of America. An English language arts curriculum can serve as a unifying force in schools and society.

General Standards

Listening and Speaking

<p><i>1. Discussion and Group Work</i></p>	<p>Group discussion can be effective when students listen actively, stay focused, consider the ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor in appropriate ways. Group discussion may lead students to a greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems.</p>
<p><i>2. Oral Presentation</i></p>	<p>Planning an effective presentation requires students to match their presentation purpose, medium, style, and format to their intended audience. Frequent opportunities to plan presentations for various purposes and to speak before various groups help students learn how to gain and keep an audience’s attention, interest, and respect.</p>

Language Study

<p><i>3. Structure and Conventions of Modern English</i></p>	<p>The study of the structure of Modern English, as well as its oral and written conventions, gives students more control over the meaning they intend in their writing and speaking.</p>
<p><i>4. Vocabulary and Concept Development</i></p>	<p>Our ability to think clearly and communicate with precision depends on the acquisition of a rich vocabulary. As students employ a variety of strategies for acquiring new vocabulary, their skill in using that perfect word can heighten interest in vocabulary itself.</p>
<p><i>5. Formal and Informal English</i></p>	<p>Study of different forms of the English language helps students understand how to use different levels of formality in their own writing and speaking. It also enriches their understanding of regional and social dialects in their conversational language and in literature.</p>

Reading and Literature

<p><i>6. Foundations of Reading and Spelling</i></p>	<p>Phonemic awareness, accurate and fluent decoding and word recognition, and an understanding of the basic features of written English texts are essential to beginning reading and writing. These skills should be taught, continually practiced, and monitored until mastered.</p>
------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>7. <i>Nonfiction</i></p>	<p>Many students regularly read historical nonfiction and other nonfiction books, news articles, and websites on the Internet. Learning to identify and understand common expository organizational structures helps them read challenging nonfiction material. Knowledge of textual and graphic features of nonfiction further extends a student’s control in reading and writing informational texts.</p>
<p>8. <i>Fiction</i></p>	<p>Stories are vehicles for a student’s development of empathy, moral sensibility, and understanding. The identification and analysis of elements of fiction – plot, conflict, setting, character development, and foreshadowing – make it possible for students to think more critically about stories, to respond to them in more complex ways, to reflect on their meanings, and to compare them to each other. A story is the imagined world of the author into which the reader is invited. Imaginative works are there to entertain and enlighten us.</p>
<p>9. <i>Poetry</i></p>	<p>In the study of poetry we learn to pay particular attention to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. We also learn that poetry is playful in its attention to language, where rhyme, pun, and hidden meanings are pleasant surprises. The analysis of the figurative language associated with poetry—metaphor, simile, personification, and alliteration—has an enormous impact on student reading and writing in other genres as well.</p>
<p>10. <i>Drama</i></p>	<p>Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter into the world created on stage. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.</p>
<p>11. <i>Myth, Legend, Traditional Narrative, and Classical Literature</i></p>	<p>Young students enjoy the predictable patterns, excitement, and moral lessons in traditional and classical stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional stories across cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these and other authors’ works.</p>

Research and Composition

<p>12. <i>The Research Process</i></p>	<p>As the amount and complexity of knowledge increases, students need to understand the features, strengths, and limitations of the many digital and print resources, as well as people, available to them. They must also know how to conduct an efficient and successful search for accurate and credible information, and to cite the sources they use.</p>
----------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<i>13. Analytical Writing</i>	Analytical writing requires the development and use of logical thinking processes, reading “between the lines,” and an ever-growing knowledge base for the topic being analyzed. Beginning in grade 3, analytical writing should constitute at least half the writing students do in school, and beginning in grade 9, three-quarters of student writing assignments should require research and analysis.
<i>14. Persuasive Writing</i>	Persuasive writing uses all the major components of effective communication for the goal of convincing someone of something or moving someone to a particular kind of action. It requires a keen appreciation of the audience’s particular characteristics. Strong persuasive writing presents a position or claim, defends it with credible, precise, and relevant evidence, and uses language appropriate to the audience and purpose.
<i>15. Personal Writing</i>	When we draw on our own or imagined experiences, observations, and reflections for personal writing, we want to bring them to life through engaging language. Writing about our own experiences, observations, or reflections helps us to understand our lives and can bring pleasure to our readers.

Listening and Speaking

1: Discussion and Group Work

Grade	Learning Standards Students address earlier standards as needed.
6	<p>6.DG.1 Contribute constructively to class discussion in order to develop ideas for a class project.</p> <p>6.DG.2 Show courtesy and politeness when criticizing others' ideas.</p>
7	<p>7.DG.1 Identify and apply basic rules for formal discussions and making decisions (e.g., <i>Robert's or Sturgis' Rules of Order</i>).</p>
8	<p>8.DG.1 Identify and demonstrate techniques for productive group discussions (e.g., electing a leader, making and following an agenda, and setting time limits for speakers and deadlines for decision-making).</p> <p>8.DG.2 Identify and demonstrate understanding of basic rules for classroom or school debates.</p>
	<p>9.DG.1 Participate in formal debates on local or national issues for a school debating club, <i>We the People</i> competition, or community-sponsored debate.</p>
10	<p>10.DG.1 Explain ways members of a group can come to a decision (e.g., by proposing motions and voting on them, by a vote of the majority, by implied consensus, by a decision of the chair) after observing local board or committee meetings.</p> <p>10.DG.2 Explain ways members of a group can express opposition to a proposed decision (e.g., by a minority vote, by proposing motions to amend the proposed decision, or by writing a minority report that dissents from a decision passed by majority vote) after observing local board or committee meetings.</p>
11	<p>11.DG.1 Explain the general purpose, goals, and resources needed for a particular community project.</p> <p>11,DG.2 Summarize in a coherent and organized way information and ideas generated in a focused community discussion (e.g., for the minutes of a meeting).</p>
12	<p>12. DG.1 Identify the kinds of resources (e.g., financial, administrative, intellectual) needed to complete a community project, anticipate potential barriers to completion, and pose solutions to barriers.</p> <p>12. DG.2 Evaluate how well participants engage in discussions at a local meeting, drawing on one of the widely used professional evaluation forms for group discussion (e.g., guidelines developed by the National Issues Forum).</p>

2: Oral Presentation

Grade	Student Learning Standards Students address earlier standards as needed.
6	6.OP.1 Employ purposeful diction and visual aids to make a clear and coherent persuasive argument about a school-based issue.
7	7.OP.1 Orally explain the logic or lack of logic in a persuasive argument about a local issue in a local newspaper, supplying evidence from the text and using appropriate techniques of delivery for effect.
8	8.OP.1 Distinguish informal English from formal English and decide upon the level of formality needed for talking to different audiences. 8.OP.2 Create a scoring guide based on categories supplied by the teacher (content, presentation style) to prepare and assess a presentation on a local issue to a specific audience.
9	9.OP.1 Analyze a recorded, filmed, or videotaped speech (and a transcript, if available) to determine how the speaker organized the speech, reinforced main points, and used details, examples, particular vocabulary, pacing, repetition, and vocal expression to keep the audience's attention and present a convincing position.
10	10.OP.1 Analyze the rhetorical features of well-known speeches from the "Golden Age" of American oratory (e.g. by Ralph Waldo Emerson, Henry David Thoreau, Abraham Lincoln, Frederick Douglass).
11	11.OP.1 Deliver a formal speech using appropriate delivery and answer questions from the audience about main ideas or details of the speech. 11.OP.2 Create an appropriate scoring guide to prepare one's own presentation and to assess others' presentations.
12	12.OP.1 Deliver a formal speech adjusting the delivery as needed to maintain the interest of the audience, and critique the formal speeches given by classmates using a scoring guide. 12.OP.2 Critique a formal speech given by a member of the local community at a public meeting, using a professional scoring guide (e.g., a guide for Toastmasters International contests).

Language Study

All children have a sense of the basic grammatical structure of their conversational language by school age. But they must be explicitly taught the language of formal education: its structure, its discourse patterns, and its rules of interaction.

While the structure (and sounds) of conversational English have changed over time, the structure of written Standard English has been quite stable for centuries. Students need to learn how writers and speakers arrange words orally and in writing to communicate meaning to broad audiences. To do this, they must learn how to use, and use, the conventions of grammar, usage, and writing in Standard American English—or Edited American English—the forms taught in schools and used by educated speakers and writers. Explicit instruction in sentence structure, usage, punctuation, capitalization, and spelling, as well as practice in analyzing how speakers and writers put words together, enhances students' command of the English language.

Students in successful English language arts classrooms also learn about the way the vocabulary of the English language has developed over time. The vocabulary of the English language reflects the influence of every language community with which English-speaking people have interacted. As a result, the English language today has the largest vocabulary of all the world's languages. Furthermore, its lexicon is still growing because that is the nature of a living language. One way to motivate interest in vocabulary is to teach students about the origins of the English words we use today in educated speech and writing.

The most effective way for students to learn the words they need for adult life is through constant and plentiful reading. They develop their general academic vocabulary chiefly by reading increasingly more challenging literary and non-literary material and by using a dictionary. They develop their technical vocabularies by reading increasingly more challenging informational material in a technical area as part of a graduated curriculum and by referring to glossaries or technical dictionaries for the precise and international meanings of scientific, mathematical, and other technical terminology. Context-based strategies are useful for acquiring a general academic vocabulary; they can be misleading for technical vocabularies.

A well planned vocabulary program will contribute to students' vocabulary development. It does so by focusing on words that help students understand the selection they are studying, as well as words they will find useful in other reading and writing. It can also teach students ways to guess at the meaning of unfamiliar words in their general reading through the use of context and knowledge of prefixes, suffixes, and roots. It will also teach students how to use dictionaries and glossaries for reading, and a thesaurus for writing, as well as the kind of information these and other lexical resources provide.

The English language arts classroom provides a setting where students learn about and practice appropriate use of formal and informal English in writing and speaking. For example, when students write stories about the life of an animal for younger children, they choose sentence structures their audience can understand, and they explain special words their readers need to learn in order to understand the stories. When they write for peers or adults, they choose words and sentence patterns that presume these understandings. If given many opportunities to write for a variety of audiences, students learn to tailor their word choices and sentences to their own purposes and to the needs of their audience.

3: Structure and Conventions of Modern English

Grade	<p align="center">Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.SE.1 Identify nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections in sentences and explain their function.</p> <p>6.SE.2 Identify and correctly use verb phrases and the subjunctive tense (i.e., “If I were President Lincoln, I would have...”).</p> <p>6.SE.3 Identify and correct run-on sentences or sentence fragments.</p> <p>6.SE.4 Identify and use a variety of simple, compound, and complex sentences.</p> <p>6.SE.6 Identify and correctly write apostrophes in plural nouns to show possession.</p>
7	<p>7.SE.1 Identify and correctly use prepositional phrases in sentences.</p> <p>7.SE.2 Distinguish phrases from clauses in sentences.</p> <p>7.SE.3 Identify ways to vary sentence structure by using opening phrases or clauses, modifiers, and closing dependent clauses or phrases.</p> <p>7.SE.4 Identify, and correctly write with commas after, introductory phrases or clauses.</p> <p>7.SE.5 Identify appropriate use of pronoun reference.</p> <p>7.SE.6 Use standard English when speaking formally and writing.</p>
8	<p>8.SE.1 Distinguish and correctly use dependent and independent clauses in sentences.</p> <p>8.SE.2 Identify and correctly use adverbial and adjectival phrases in sentences.</p> <p>8.SE.3 Identify and use correct pronoun references and properly placed modifiers in sentences.</p> <p>8.SE.4 Identify how the placement of an idea in a dependent clause or in a main clause affects the emphasis of a sentence and its meaning.</p>
9	<p>9.SE.1 Explain the function of, and correctly use, nominalized, adjectival, and adverbial clauses in sentences.</p> <p>9.SE.2 Identify the functions of, and correctly use, participles and gerunds.</p> <p>9.SE.3 Analyze the structure of sentences (e.g., through diagrams or transformational models).</p> <p>9.SE.4 Identify and correctly use semicolons and colons, as needed.</p>
10	<p>10.SE.1 Explain the functions of, and correctly use, gerunds and infinitives.</p> <p>10.SE.2 Identify and use parallelism and properly placed modifiers for rhetorically effective sentence structures.</p> <p>10.SE.3 Identify and correctly use dashes and hyphens.</p> <p>10.SE.4 Identify and correctly use tense consistency.</p>
11	<p>11.SE.1 Identify and correctly use all conventions of written American English.</p>
12	<p>12.SE.1 Identify and correctly use all conventions of Standard American English in formal speaking and in writing.</p>

4: Vocabulary and Concept Development

Grade	<p style="text-align: center;">Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.VC.1 Determine the meaning of unfamiliar words in context using analogies or conceptual relationships.</p> <p>6.VC.2 Identify the meaning of grade-appropriate Latin, Greek, and Anglo-Saxon prefixes, suffixes, and roots and determine the meaning of unfamiliar words that use them.</p> <p>6.VC.3. Identify singular and plural forms of Latin words often used in English (e.g., <i>alumna, alumnae</i>).</p> <p>6.VC.3 Determine the meaning of grade-appropriate foreign words used frequently in written English (e.g., <i>résumé, repertoire</i>).</p> <p>6.VC.4 Determine the meaning of common proverbs, adages, or sayings.</p> <p>6.VC.5 Use a dictionary to find pronunciations, syllable breaks, parts of speech, meanings of words, and alternate word choices in general reading and writing.</p> <p>6.VC.6. Use a glossary in a textbook to find the precise meanings of key words in assigned curriculum materials.</p>
7	<p>7.VC.1 Determine the meanings of unfamiliar words in context using contrast or cause and effect. For example, students collect examples of sentences that indicate contrast or cause and effect, such as, “<i>Most organisms need oxygen to survive, but many types of bacteria are anaerobic.</i>”</p> <p>7.VC.2 Use context to determine the meanings of unfamiliar words that use grade-appropriate Greek, Latin, or Anglo-Saxon roots, suffixes, and prefixes. <i>For example, while reading about men and women who pioneered in space and under the sea, students come across such words as astronaut and nautical and use their knowledge of Greek and Latin roots and the context to determine the meaning of these words.</i></p> <p>7.VC.3 Determine the meaning of foreign words used frequently in various subject areas.</p> <p>7.VC.4 Use a dictionary to find pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words in general reading and writing.</p> <p>7.VC.5 Use a glossary in a textbook to find precise meanings of key words in assigned curriculum materials.</p>
8	<p>8.VC.1 Determine the meanings of unfamiliar words that use grade-appropriate Greek, Latin or Anglo-Saxon roots, suffixes, and prefixes or combinations of Greek roots (e.g., <i>neurology, morphology</i>).</p> <p>8.VC.2 Identify the origin and explain the meaning of grade-appropriate foreign words or phrases used frequently in written English (e.g., <i>per se, passé, du jour</i>).</p> <p>8.VC.3 Use a dictionary, a specialized dictionary, or related reference to find pronunciations, alternate pronunciations, parts of speech, meanings, alternate word choices, and etymologies of words in general reading and writing</p> <p>8.VC.4. Use a glossary in a textbook to find the precise meanings of key words in assigned curriculum materials.</p>
9-12	<p>9-12.VC.1 Identify and demonstrate an understanding of the meaning of idioms, proverbs, sayings, and words/phrases with figurative meanings.</p>

	<p>9-12.VC.2 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy; conceive, conception, conceivable</i>).</p> <p>9-12.VC.3 Explain the meaning of phrases that contain literary, cultural, historical, Biblical, or mythological allusions (e.g., <i>Dickensian characters, dark Satanic mills, Harlem Renaissance, Socratic dialogue, Jacksonian democracy, Tower of Babel, or herculean task</i>).</p> <p>9-12.VC.4 Determine the meaning of words through study of analogies, or their relationship to other words.</p> <p>9-12.VC.5 Determine the meaning of foreign words or phrases that are frequently used in academic English to indicate culture-specific concepts (e.g., <i>glasnost, samurai, feng shui</i>).</p> <p>9-12.VC.6 Verify and analyze word meanings, alternate word choices, pronunciations, parts of speech, and etymologies using a college-level dictionary.</p> <p>9-12.VC.7 Identify the purpose and organization of a variety of references such as specialized dictionaries (e.g., rhyming dictionaries, bilingual dictionaries) and books of quotations or examples of syntax used in literature.</p> <p>9-12.VC.8 Use glossaries in textbooks to find meanings of key discipline-specific words.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Sample Grades 5–6 Integrated Learning Scenario:
Dealing With Prefixes, Roots, and Suffixes**

Learning Standards Taught:	<p>Language Strand: Apply understanding of agreed-upon rules and individual roles in order to make decisions.</p> <p>Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>Composition Strand: Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p> <p>Use knowledge of correct mechanics, correct sentence structure, and correct standard English spelling when writing and editing.</p>
Introduction:	With their teacher, students study the meaning and function of common roots, prefixes, and suffixes. Students use their knowledge to analyze and learn English words supplied by the teacher, found in their reading, or heard in conversation, in movies, or on television (<i>joyfulness, disadvantageous, hypertension</i>).
Practice / Assessment:	<p>Students in small groups take on roles (<i>group leader, recorder, timer</i>). They create decks of playing cards displaying prefixes in green (<i>anti-, micro-, sub-, re-, un-, poly-, hyper-</i>), roots in black (<i>bibl, phob, graph, script, spect</i>), and suffixes in red (<i>-ous, -ism, -ful, -ate, -oid, -ology</i>).</p> <p>Students combine the cards to create feasible but nonexistent words and definitions like:</p>

	<p><i>micro-/script/-ology</i>, the study of small writing; <i>anti-/graph/-ism</i>, the state of being opposed to writing; <i>hyper-/spect/-ate</i>, to spend twenty hours a day watching sports.</p> <p>Students check the dictionary to be sure the words they have put together do not exist. Group members work together to choose the best five words to put into a class file of made-up words.</p>
<p>Culminating Performance and Evaluation:</p>	<p>Students draft a dictionary entry for each made-up word, guided by a list of criteria for content, grammar, and mechanics supplied by the teacher and using a classroom dictionary as a model. Each entry includes pronunciation, word derivation, definition(s), an example of the word used in a sentence, and an illustration.</p> <p>Students revise their dictionary entries to improve content, style, and sentence structure, and they edit their writing, checking for accurate spelling, punctuation, and capitalization.</p> <p>They create their final entries on 5"x7" index cards.</p> <p>Students challenge each other in pairs or teams to define each other's made-up words and use them in sentences.</p> <p>After evaluation by the teacher, the cards are alphabetized and filed in a class word box that becomes a reference for future review and fantasy writing.</p> <p>Students revise their dictionary entries to improve content, style, and sentence structure, and they edit their writing, checking for accurate spelling, punctuation, and capitalization. They create their final entries on 5"x7" index cards.</p>

5: Formal and Informal English

Grade	Student Learning Standards Students address earlier standards as needed.
6	6.FI.1 Identify differences between oral and written language patterns in texts read in class.
7	7.FI.1 Identify forms of informal language and symbols that are commonly used in texting and emails among friends and differentiate them from formal electronic communications.
8	8.FI.1 Identify the language styles of different characters in literary works and determine their significance for understanding the characters.
9	9.FI.1 Identify differences in voice, tone, diction, and syntax used in media presentations (documentary films, broadcasts, taped interviews) and those elements in informal speech.
10	10.FI.1 Identify content-specific vocabulary, terminology, or jargon unique to particular social and professional groups.
11	11.FI.1 Analyze the value and place of Standard American English in speech and writing.
12	12.FI.1 Analyze how oral dialect can be a source of negative or positive stereotypes among social groups and the purposes for using Standard American English in spoken language.

Reading and Literature

In an effective English language arts program, students read a variety of literary and non-literary texts of increasing complexity and difficulty through the grades. From a coherent reading and literature curriculum designed to lead to cumulative learning, students gain an understanding of the elements and structure of different genres. They also develop a foundational knowledge of the literary context and literary history of significant works in the literary and civic heritage of an English-speaking nation, and develop their ability to read carefully and critically.

Choosing Books

Students at all grade levels need both breadth and depth in reading experiences. English language arts teachers should include classic works that reflect our common literary heritage (Appendix A), high quality contemporary works (Appendix B), and significant works from other countries and cultures (Appendix B). The substantive content of English language arts literature programs should be derived in large part from these appendices. Teachers can use a number of factors in

judging whether a text is appropriate and merits close study:

FOR IMAGINATIVE/LITERARY WRITING (fiction, poetry, and drama), important aspects include:

- themes that provoke thinking and provide insight into universal human dilemmas;
- authenticity in depiction of human emotions and experiences from diverse cultures and times;
- excellence in use of language and richness of vocabulary; and
- appropriate complexity of organization and sentence structure.

FOR EXPOSITORY/INFORMATIONAL TEXTS, important aspects include:

- relevance of the text to the curriculum;
- topics that provoke thinking and insight;
- accuracy and completeness of information;
- coherence of arguments;
- excellence in use of language and richness in vocabulary; and
- appropriate complexity of organization and sentence structure.

Designing Instruction

Teachers use a range of organizational structures for their units of study. Students might examine:

- several works of an author to learn how style, voice, and ideas develop over time;
- works of the same genre to acquire knowledge of a particular literary form;
- a work in its historical context to understand its relationship to historical events or to other literary or artistic works of its time;
- several works that explore similar themes to analyze different approaches to the theme; or
- one short piece to examine in detail the author's craft (*diction, tone, imagery, sentence structure, topic development*).

Useful Teaching Practices

Reading Aloud

When teachers read aloud, they demonstrate ways of responding to literature, broaden students' reading interests, and build appreciation of the language and sounds of literature. Reading aloud is valuable at any grade level.

Classroom Reading Time

Students need to be given time for reading books of their own choice in school. Students have an opportunity to develop an appreciation of reading when teachers set aside class time for them to choose books and to read silently.

Teacher-Led Whole Class Discussion of Literature

Discussing books on a whole-class basis enables the teacher to provide models for appropriate questions and to make sure the important aspects of the book are explored. Whole class discussions enable students to clarify their understanding of a book that may be above their independent reading level.

Student-Led Small Group Reading and Discussion

After the primary grades, discussing books in small groups gives students increased opportunity to share impressions and ideas and to ask questions in a more personal setting than a whole class discussion. When the teacher establishes clear guidelines and goals for the discussion, students learn to listen to and learn from each other. Structuring reading in small groups may also allow students more choice in what they read and discuss with others.

Memorization

Memorizing poetry, speeches, or dialogue from plays can engage students in listening closely to the sounds and rhythmic sequences of words. Young children delight in making a poem their own by committing it to memory. Because memorization and recitation or performance require repeated readings of a poem or speech, these techniques help students find layers of meaning that they might not discover in a single reading.

Dramatization

When students plan and dramatize scenes from a story, they are translating one genre or form into another. Through dialogue and movement, they show their interpretation of literary elements such as plot, character motivation, conflict, and tone without using the abstract vocabulary of literary analysis to communicate their insights. Clear criteria for performance help students focus on elements such as pacing, volume, use of gestures, and expressiveness.

Response through the Arts

Projects that combine reading and writing with art or music can help many students concentrate on the meaning of what they read. Drawing on individual interests and talents, group projects enable students to demonstrate their collective interpretation of a text and engage their classmates in discussion and analysis.

Using School-Wide and Community Resources

The school library/media center and the classroom library are essential resources in developing a strong and varied literature curriculum. Library teachers and public librarians can help classroom teachers support literary study through film, photographs, paintings, music, CD-ROMs, computer software, and larger public collections. Another excellent use of community resources is the practice of inviting authors into the classroom to describe the process of composing a literary work.

6: Foundations of Reading and Spelling

Phonemic awareness, accurate and fluent decoding and word recognition, and an understanding of the basic features of written English texts are essential to beginning reading and writing. These skills should be taught, continually practiced, and carefully monitored until mastered.

In addition, children need to be taught how to use their cognitive skills to comprehend written texts. They first need to be taught to how to understand what is presented directly in a text; this requires their identification and recall of its main ideas and basic facts. To go beyond what is directly stated in a text, children must be taught how to analyze a text, drawing on their own powers of reasoning and on what they have learned from other texts or sources of knowledge and information.

To critique or evaluate what is in an informational or persuasive text, children need to be taught how to determine the author's purpose or message, how to analyze the coherence of the information in it and the logic of its conclusion, and how to locate alternative and reliable sources of information to double-check the text for accuracy, truthfulness, and comprehensiveness. Finally, students need to learn how to argue a point of view of their own using evidence from the author's text and other texts to support their point of view.

When we read a text carefully, we work carefully to discern the author’s main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly checking their understanding of the text against logic, their personal experiences, and broader sources of knowledge in order to construct a sound interpretation. Students who gain a strong grounding in the foundational skills of reading are ready to tackle comprehension of increasingly complex and unfamiliar literary and informational texts.

Grade	<p style="text-align: center;">Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.R.1 Read and spell correctly Latin plurals (e.g., <i>alumnus/alumni</i>) in assigned curriculum materials.</p> <p>6.R.2 Correctly spell frequently misspelled words (e.g., <i>license, recommendation, exaggerate</i>).</p> <p><i>Fluency</i></p> <p>6.R.3 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p><i>Comprehension</i></p> <p>6.R.4 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).</p> <p>6.R.5 Apply Grade 6 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature</p>
7-12	Students continue to address earlier standards as they apply to more difficult texts.

7: Nonfiction

Grade	<p align="center">Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.N.1 Identify the controlling idea, even when not explicitly stated, of an expository text, and explain how details and conclusion support this idea.</p> <p>6.N.2 Identify and explain how key ideas in a text are logically related to each other.</p> <p>6.N.3 Distinguish between an argument in an expository text (e.g., the information and relationships an author wants the reader to grasp) and an argument in a persuasive text (e.g., the position an author holds and the action he or she urges the reader to take).</p> <p>6.N.4 Interpret straightforward factual and/or quantitative information presented in maps, charts, graphs, timelines, and diagrams.</p>
7	<p>7.N.1 Demonstrate understanding of the difference between causality and probability when used in arguments:</p> <ul style="list-style-type: none"> • causality: that the truth or occurrence of one thing can necessarily imply something else; • probability: that the truth or occurrence of one thing can make other things likely or unlikely. <p>7.N.2 Identify classification as an organizational structure in expository text.</p> <p>7.N.3 Identify claims, arguments, counterarguments, and refutation of counterarguments in a persuasive text.</p> <p>7.N.4 Identify and analyze how an author’s choice of words, organization, examples, and graphics contributes to the purpose of an expository or persuasive text.</p>
8	<p>8.N.1 Identify and distinguish among major subgenres of nonfiction: exposition (e.g., biography, autobiography, political, historical, scientific, literary essays and documents, research reports, book or arts reviews, news or features articles, textbooks, trade books, encyclopedia entries, informational website articles); persuasive texts (e.g., editorials, letters to the editor, speeches, journals, commentaries, position papers, advertisements, and political campaign literature); and procedural texts or documents (recipes, directions, manuals, schedules, application forms, contracts and other legal documents).</p> <p>8.N.2 Identify and describe the structure of a multifaceted argument with a main claim (thesis statement), supporting premises, explicit words indicating connections (e.g., <i>therefore</i>, <i>because</i>), and a conclusion.</p> <p>8.N.3 Identify and analyze the use of overstatement, understatement, ambiguity, incongruity, and irony in a persuasive text.</p>
9	<p>9.N.1 Analyze texts written in English that have world-wide historical and literary significance (e.g., Thoreau’s “Civil Disobedience” or excerpts from Darwin’s <i>On the Origin of Species</i>) with respect to their purpose, central arguments, relationships among ideas, and supporting details.</p> <p>9.N.2 Analyze implicit premises of an argument and determine if the conclusions reached are logically justified by the facts presented earlier in the text.</p>
10	<p>10N.1 Analyze foundational documents written in the 19th or 20th century that have historical and literary significance in American culture (e.g., Martin Luther King, Jr.’s “Letter from Birmingham Jail”) with respect to their</p>

	<p>premises, central arguments, and supporting evidence.</p> <p>10.N.2 Explain what a logical fallacy is (i.e., language or an argument that retards or inhibits rational thinking, such as a false dilemma, red herring, blanket generalization, or <i>post hoc ergo propter hoc</i>).</p>
<p>11</p>	<p>11. N.1 Analyze foundational documents written in the 18th or 19th century that have historical and literary significance in American culture (e.g., George Washington’s Farewell Address, <i>The Federalist Papers</i>, or the Declaration of Independence) with respect to their purpose, setting, central argument, supporting details, and the logic of their conclusion.</p> <p>11.N.2 Synthesize information from texts written in the 18th or 19th century or earlier to address ideas in foundational texts written in the 18th or 19th century: e.g., read selections from John Locke’s <i>Second Treatise on Government</i>, Montesquieu’s <i>Spirit of the Laws</i>, and Madison’s <i>Notes on the Constitutional Convention</i> and trace the history of the ideas presented in the Constitution of the United States.</p> <p>11.N.3 Analyze the evidence and logic given to support or oppose a persuasive argument.</p>
<p>12</p>	<p>12.N.1 Analyze texts with world-wide historical and literary significance (e.g., Mary Wollstonecraft’s <i>A Vindication of the Rights of Women</i> or John Ruskin’s “The Stones of Venice,” Alexander Solzhenitsyn’s 1970 Nobel Prize for Literature speech, or Vaclav Havel’s 1999 speech on civil society) with respect to their purposes, central arguments, and social, political, and cultural contexts.</p> <p>12.N.2 Evaluate how the organization and word choice in business and procedural documents affect their clarity.</p>

**Sample Grade 9 Integrated Learning Scenario:
Reading Informational Material**

<p>Learning Standards Taught :</p>	<p>Language Strand:</p> <ul style="list-style-type: none"> • Determine the meaning of unfamiliar words using context-based definition or examples. <p>Reading and Literature Strand:</p> <ul style="list-style-type: none"> • Identify and analyze main ideas, supporting ideas, and supporting details. • Evaluate how an author’s choice of words advances the theme or purpose of a work. <p>Composition Strand:</p> <ul style="list-style-type: none"> • Write brief summaries of information gathered through research. <p>Students read and interpret newspaper columns bi-monthly in their English class to review and practice skills related to reading and summarizing informational material.</p>
<p>Introduction:</p>	<p>Students read and interpret newspaper columns bi-monthly in their English class to review and practice skills related to reading and summarizing informational material.</p> <p>The teacher prepares students to read “Earth’s Big Fix Is in the Bacteria,” by Chet Raymo (published in <i>The Boston Globe</i>, April 25, 2000) in class. He identifies two words they will meet in the article (<i>inert, sequestered</i>) and reviews with them two ways the context of a sentence can help them understand words: the explanation of a word can follow its appearance in a sentence, and punctuation (<i>a semi-colon</i>) can signal this kind of explanation.</p>
<p>Practice / Assessment:</p>	<p>Then the teacher arranges students in small groups to read the article together, discuss its meaning, and take note of the author’s word choices. He tells them that they will write and present to the class a group summary of the important points in the article and an explanation of how the author’s vivid images help to communicate his ideas. The teacher leads an oral review of the criteria for a good summary (<i>states only main ideas, logically ordered ideas, smooth transitions between ideas . . .</i>). He indicates that he will check periodically with the groups as the class period progresses.</p> <p>Students read the article aloud as the teacher circulates. They discuss the meaning of the title, interpret confusing words (<i>fix</i>), and identify key points as they read and plan their summary. They check each other’s word pronunciations. The teacher prompts them to look at the images (<i>snapping a sugar pea or holding a hefty homegrown tomato in the hand</i>) and discuss how they help further the reader’s understanding of the article.</p> <p>Each student lists the main ideas that should be included in a summary and then shares them with the other members of their group. They discuss the important images Raymo uses in the article.</p>
<p>Performance and Evaluation:</p>	<p>Groups write a brief summary of their ideas on chart paper to present to the class and hand in for teacher evaluation. Then students critique and analyze the summaries, decide which are the most effective, and explain why.</p>

Earth's Big Fix Is in the Bacteria

By Chet Raymo

It's planting time. Rototilling. Hoeing. Sticking in the seeds. Onions. Radishes. Lettuce. Beans. No real need to do it. We can buy our vegetables at the store for a lot less money than we send to Smith & Hawken for all those upscale garden tools.

But money's not the point, is it? What's really going on here is a love affair with seeds, with the soil, with the sweet tactile pleasures of snapping a sugar pea or holding a hefty homegrown tomato in the hand.

The vegetable garden is our annual homage to the leafy green things we cannot do without.

Let me explain.

My 165-pound body consists of about 16 pounds of hydrogen, 110 pounds of oxygen, 30 pounds of carbon, 6 pounds of nitrogen, and 3 pounds of everything else. Basic stuff, mostly. The stuff of water and air. You'd think we could get almost everything we need by taking a deep breath and a sip of water.

But it's not that simple. Consider, for a moment, those six pounds of nitrogen in my body.

Nitrogen is an essential ingredient of proteins. About 30 pounds of me is proteins—tissue, bone, cartilage, hair, enzymes, protein hormones, and a diverse host of other key parts and products. Our cells build proteins by stringing together 20 different kinds of small chemical units called amino acids, and every amino acid contains a nitrogen atom.

We need nitrogen to make proteins. So what's the problem? The atmosphere is 80 percent nitrogen. We suck in a lungful of nitrogen with every breath.

But the nitrogen in the atmosphere (and in our lungs) is useless. The two nitrogen atoms in a nitrogen gas molecule are bound together so tightly that they are essentially inert; they hardly react with anything else. We live in a sea of nitrogen, and it does us not a bit of good. At least not directly.

To build amino acids, we need to get nitrogen as part of organic molecules from the food we eat—from other animals and plants. Even then, there are 10 amino acids that we can't manufacture ourselves—the so-called essential amino acids—and for these we must rely on plants, which alone have the ability to make all 20 kinds of amino acids. Without plants—without those essential amino acids—we're up a creek without a paddle.

And where do the plants get their nitrogen? Some is recycled from dead plants and animals. Microbes in the soil break down dead tissue into nitrate and ammonia, which can then be used by plants. But the microbes also release some nitrogen gas to the atmosphere, where it is lost. Sooner or later, the whole process would come to a screeching halt as all the nitrogen in the soil ended up as inert atmospheric gas.

And now the wonderful thing.

Bacteria that live in conjunction with certain plants have the ability to do what we can't do and what plants can't do: Take nitrogen from the atmosphere, break those devilish bonds, and turn the nitrogen into a useful form that plants can use. This process is called "nitrogen fixation."

It's a happy alliance. The bacteria have an energy source in the photosynthesizing plants. The plants get useful nitrogen.

So, ultimately, the whole grand pageant of life on Earth depends on nitrogen-fixing bacteria that live in or around the roots of plants. My 6 pounds of nitrogen was sequestered from the air by invisible bugs.

Well, maybe not all of it. In 1909, a German chemist named Fritz Haber invented a way to use high temperatures and pressures in the presence of a catalyst to make atmospheric nitrogen react with hydrogen to form ammonia—artificial fertilizer for agriculture.

Of course, artificial fertilizer has problems of its own—run-off of excess nitrates from fields poisons lakes and streams—but it all comes down to the melancholy fact that we have made so many of ourselves that the human need for food far outstrips the ability of bacteria to supply us with nitrogen. Almost all the fixed nitrogen in the fields of Egypt, Indonesia, and China comes from synthetic fertilizer—100 million tons of it a year. If it weren't for the Haber process, lots of folks would be starving.

Or, to put it another way, if it weren't for the Haber process, there wouldn't be so many of us.

In our backyard gardens, these global problems of feeding the billions can be blissfully ignored. Instead, we plunge our hands into the warming soil and celebrate a delightful intimacy with the ancient miracle of sun, seed, leaf, root—and those unseen but indispensable nitrogen-fixing bacteria that make it all possible.

Reprinted in 2001 Massachusetts English Language Arts Curriculum Framework with permission from Chet Raymo, professor of physics at Stonehill College, newspaper columnist, and the author of several books on science.

8: Fiction

Grade	<p align="center">Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.F.1 Identify and analyze three different points of view (i.e., first-person, third-person omniscient, and third-person limited) in stories or novels.</p> <p>6.F.2 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is stated or implied..</p> <p>6.F.3 Identify the imagery, symbolism, and figurative language in a story and explain how they contribute to its meaning.</p> <p>6.F.4 Identify and analyze characteristics of the following fiction genres: adventure stories, historical fiction, contemporary realistic fiction, folktales, legends, fables, tall tales, myths, fantasies, science fiction, and mysteries.</p>
7	<p>7.F.1 Identify the main plot and subplots in a story and novel and explain how they are related.</p> <p>7.F.2 Analyze the ways in which main characters change or interact throughout a story or a novel.</p> <p>7.F.3 Identify the theme of a story, or novel, whether stated or implied, using evidence from the text.</p> <p>7.F.4 Analyze how figurative language and imagery in a story create its mood.</p> <p>7.F.5 Identify and analyze the characteristics of a parody.</p>
8	<p>8.F.1 Identify qualities, beliefs, and assumptions of central characters in a story or novel and analyze how these influence relationships among characters and the resolution of the conflict.</p> <p>8.F.2 Analyze how a story unfolds when it is told by alternating narrators or multiple narrators with different points of view.</p> <p>8.F.3 Distinguish theme from topic or topic sentence.</p> <p>8.F.4 Analyze how an author’s choice of words helps create tone and mood.</p> <p>8.F.5 Identify and analyze the characteristics of a satire.</p>
9	<p>9.F.1 Analyze the function of character types (e.g., <i>antagonist</i>, <i>protagonist</i>, <i>foil</i>, <i>tragic hero</i>).</p> <p>9.F.2 Explain how the theme of a story or novel represents a comment on life.</p> <p>9.F.3 Compare stories or novels with similar themes but from different literary traditions and historical periods.</p> <p>9.F.4 Relate a story or novel to its literary context and literary history.</p> <p>9.F.5 Determine what makes a work of fiction satiric, whimsical, tragic, or suspenseful.</p>
10	<p>10.F.1 Analyze and explain elements of fiction (e.g., moral and ethical dilemmas, point of view, ambiguity, irony, flashbacks, and foreshadowing).</p> <p>10.F.2 Compare themes as comments on life across several texts from different time periods or settings (e.g., compare themes in Charlotte Brönte’s <i>Jane Eyre</i> and Jean Rhys’ <i>Wide Sargasso Sea</i>).</p>

	<p>10.F.3 Identify and describe how an author’s choice of words advances the theme or purpose of a work</p> <p>10.F.4 Relate a story or novel to its literary context and literary history. <i>For example, after students read Guy de Maupassant’s “String of Pearls,” they explore the influence of other short story writers, particularly Edgar Allan Poe, on the development of this genre in the 19th century.)</i></p>
11	<p>11.F.1 Demonstrate familiarity with major authors of fiction and/or their fictional works in each major literary period in American literature.</p> <p>11.F.2 Relate a 19th century story or novel by a major American author, such as <i>The Scarlet Letter</i>, or <i>Huck Finn</i>, to its literary context and its literary history.</p> <p>11.F.3 Relate a 19th or 20th century story or novel by a major American author to the seminal ideas of its time.</p> <p>11.F.4 Apply knowledge that a text can contain more than one theme, either stated or implied.</p> <p>11.F.5 Interpret figurative language, such as personification, symbolism, allusion, and allegory.</p>
12	<p>12.F.1 Demonstrate familiarity with major authors of fiction and/or their fictional works in each major literary period in British literature.</p> <p>12.F.2 Relate a story or novel by a British writer to its literary context and its literary history (e.g., Virginia Woolf’s <i>Mrs. Dalloway</i>).</p> <p>12.F.3 Relate a novel by a British author to the seminal ideas of its time (e.g., Dickens’ <i>Great Expectations</i> or <i>Bleak House</i>).</p> <p>12.F.4 Analyze how authors use elements of fiction for rhetorical and aesthetic purposes.</p> <p>12.F.5 Identify characteristics of genres (e.g., satire, parody, allegory, pastoral) that cut across the lines of genre classifications such as fiction, poetry, and drama.</p>

9: Poetry

Grade	Student Learning Standards Students address earlier standards as needed.
6	<p>6. P.1 Analyze sound (e.g., onomatopoeia and rhyme scheme) and graphics (e.g., line length and word placement), and figurative language (e.g., hyperbole).</p> <p>6.P.2 Analyze various poetic forms (e.g., quatrain or cinquain).</p>
7	<p>7. P.1 Analyze sound (e.g., changes in rhythm), graphics (e.g., changes in font type</p>

	<p>and size, line length, word position), or figurative language (e.g., personification).</p> <p>7.P.2 Analyze various forms (e.g., sonnet, epic).</p>
8	<p>8.P.1 Analyze sound (e.g., rhymes with identical sounds or similar sounds) and figurative language (e.g., symbolism).</p> <p>8.P.2 Distinguish free verse from rhymed verse and explain its purposes.</p>
9	<p>9.P.1 Analyze the characters, structure, and themes of epic poetry.</p> <p>9.P.2 Identify and analyze sound, form, figurative language, graphics, and poetic techniques in fairly complex poems.</p>
10	<p>10.P.1 Analyze how authors create multiple layers of meaning and/or deliberate ambiguity in a poem.</p>
11	<p>11.P.1 Analyze the theme, allusions, diction, imagery, and flow of a poem.</p> <p>11.P.2 Demonstrate familiarity with major American poets and their works in each literary period in American literature.</p> <p>11.P.3 Relate poems by major American poets to their literary context and literary history.</p>
12	<p>12.P.1 Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).</p> <p>12.P.2 Demonstrate familiarity with major British poets and some of their poems in each period of British literary history.</p> <p>12.P.3 Relate the poems of major British poets to the seminal ideas or events of their times (e.g., Tennyson’s “Ulysses” or “Charge of the Light Brigade”).</p>

10: Drama

Grade	Student Learning Standards Students address earlier standards as needed.
6	6.D.1 Identify conflict, rising and falling action, climax, and resolution in a play.
7	7.D.1 Identify and describe relationships among elements of setting, plot, points of view, and characterization. 7.D.2 Identify and explain with detail the theme, either explicit or implied, of a play.
8	8.D.1 Identify the use of theatre or film/video production techniques (e.g., camera shots, sound, and lighting) to establish narrative elements such as mood, character, plot, or to create special effects in a film.
9	9.D.1 Analyze the roles of types of characters (e.g., antagonist, protagonist, hero, chorus, narrator). 9.D.2 Identify the structure and elements of different genres of dramatic literature (e.g., the characters, structure, and themes of a play by Shakespeare or of a classical Greek drama).
10	10.D.1 Analyze how dramatic conventions (such as monologue, soliloquy, aside) support, interpret, and enhance the play. 10.D.2 Analyze the dramatic structure of a play by Shakespeare.
11	11.D.2 Analyze the theme, structure, and dramatic elements in a play by a major American playwright and relate it to its literary context and literary history.
12	12.D.1 Analyze the themes, structure, and dramatic elements of a play by a major British playwright in any literary period and relate it to its literary context and literary history.

11: Myth, Legend, Traditional Narrative, and Classical Literature

Grade	<p style="text-align: center;">Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.M.1 Compare traditional literature from different cultures.</p> <p>6.M.2 Compare myths about constellations, showing how each culture configured and explained a group of stars, and why they were important for travel and navigation.</p> <p>6.M.2 Identify character types, such as the heroic figure, the fool who comes out on top, and others.</p>
7	<p>7.M.1 Identify conventions in epic tales (e.g., extended simile, the quest, the hero’s tasks, special weapons or clothing, or helpers).</p>
8	<p>8.M.1 Identify and analyze similarities and differences in mythologies from different cultures (e.g., ideas of the afterlife, roles and characteristics of deities, and types and purposes of myths).</p>
9	<p>9.M.1 Analyze the characters, structure, and themes of classical Greek or Roman epic poetry (e.g., <i>The Aeneid</i>, <i>The Iliad</i>, and <i>The Odyssey</i>).</p>
10	<p>10.M.1 Analyze the characters, structure, and themes of classical Greek plays (e.g., <i>Antigone</i>, <i>The Trojan Women</i>).</p>
11	<p>11.M.1 Trace and analyze the influence of mythic, traditional, or classical literature on later American literature and film.</p>
12	<p>12.M.1 Trace and analyze the influence of mythic, traditional, or classical literature on later British or other world literature and film.</p>

Research and Composition

We write both to communicate with others and to focus our own thinking. When we write for an audience, we try to judge each situation and compose an appropriate response for a particular purpose and reader. For example, in informal letters we share experiences with family and friends, but our letters to prospective employers are far more formal in tone. When we compose a poem, we attend to the images, sounds, and rhythms of language. In contrast, when we write a research paper, we concentrate on making our thesis clear, the development of our ideas logical, and our supporting detail pertinent and accurate.

The General Standards in this strand present expectations for student writing, revision, and research. In order to teach students to become versatile writers, teachers emphasize three kinds of assignments: extended compositions, short pieces written on demand, and informal reflective writing. In addition, they teach students how to conduct research and use new technologies for obtaining information.

Extended Composition Assignments

Students need to write frequently in a variety of forms and for a variety of purposes and audiences. Just as they learn about the conventions demanded by different genres of literature, they also learn that different aims of discourse, such as persuasion or narration, entail different modes of thinking and expression. Students learn to write well when they are taught strategies for organizing a first draft, writing successive versions, revising, and editing. They learn to polish their compositions by reorganizing sentences or paragraphs for clarity, adding or deleting information, and finding precise words. They learn to correct grammar, spelling, and mechanics. Collectively, these steps are sometimes referred to as "the writing process" and often take place over several sessions or days. By critiquing one another's work, students discover how composing differs from conversing and how composing is a craft that can become an art.

Writing on Demand

There is, of course, no single writing process used by every writer. Not every piece of writing needs to go through several drafts and revisions or be exquisitely polished. Practice in writing on demand, without benefit of time for extensive revision, prepares students for occasions when they are required to write quickly, clearly, and succinctly in response to a question. In such instances students apply their organizational and editing skills as they write, with the goal of producing a concise and comprehensible first draft.

Informal Writing

Informal reflective writing can be an invaluable tool for exploring and clarifying ideas. Not intended to be revised or polished, such writing is a link between thinking and speech. Students can use informal reflective writing productively in all content areas to record their observations,

experiences, and classroom discussions, or to comment on their reading. Getting thoughts on paper informally in journals and notes can also help students gain confidence in their abilities as writers.

Conducting Research

To become independent learners, students need to engage in research throughout their school years. As the amount and complexity of knowledge increases, students need to understand the features, strengths, and limitations of the many digital and print resources, as well as people, available to them. They must also know how to conduct an efficient and successful search for accurate and credible information, and to cite the sources they use.

Expository writing becomes particularly important in middle and high school, and students are frequently asked to generate questions, find answers, and evaluate the claims of others. Teachers of all disciplines in a school should develop and use common guidelines for research papers, teach the research process consistently, and evaluate students' written work using the standards in this framework. All students in their senior year should complete a 4,000-5,000-word extended essay, with endnotes and bibliography, on an academic topic in one of the major subjects they are studying.

Using New Technologies in Composition and Research

The availability of computers offers teachers many opportunities to enhance the teaching of composition. Because computers allow for easy manipulation of text, their use can motivate students to review their work and make thoughtful revisions. When students are engaged in a research project, electronic media provide easy access to multiple sources of information. Even the beginning user of the Internet and CD-ROM technology has access to the collections of major research libraries and museums, the full texts of literary works and periodicals, scientific reports, databases, and primary source historical documents. Indeed, the greatest challenge these electronic media present may be the sheer volume of data they offer. Therefore, students need to learn criteria for evaluating the quality of on-line information as well as standards for ethical use of the resources they find.

The Writing Process

STRATEGIES

Accessing prior knowledge
 Establishing purpose
 Identifying audience
 Formulating questions
 Understanding criteria for task

Rereading with audience, purpose, focus questions, and criteria in mind
 Identifying ambiguities and logical fallacies
 Noting lack of organization, clarity, details

Rereading with standard English conventions in mind.

Reviewing criteria, purpose of task, and needs of audience
 Planning and preparing final product
 Reflecting and planning for future writing tasks

STAGES

Focusing and Planning

Drafting

Assessing and Revising

Assessing and Editing

Publishing and Evaluating

PROCESSES

Discussing
 Listing, Mapping, Webbing
 Drawing, Role playing
 Free writing
 Organizing, Classifying
 Outlining

Adding facts, details
 Eliminating unnecessary details and redundancies
 Reorganizing
 Rephrasing for clarity, tone, style, and coherence

Editing for sentence variety and for correct sentence structure, mechanics, usage, spelling

Designing
 Formatting
 Rehearsing and presenting
 Evaluating final product



12: The Research Process

Grade	<p align="center">Student Learning Standards Students address earlier standards as needed.</p>
5-8	<p>5-8.RP.1 Apply steps for obtaining information from a variety of sources:</p> <ul style="list-style-type: none"> • Formulate one open-ended researchable question. • Identify and acquire information from at least three sources (digital and print resources, surveys, and/or interviews with authorities). • Select relevant resources efficiently, using organizational features of print reference texts; knowledge of public and school libraries and their classification systems; knowledge of properties of Internet search engines; knowledge of how information is structured and linked on websites; and knowledge of the differences between primary and secondary sources. • Follow ethical and legal guidelines for collecting and recording information. • Assess accuracy and reliability of information in print and electronic sources (e.g., author or organization credentials, formality of presentation, date of publication, publisher, title of journal, cross-references in websites). <p>5-8.RP.2 Apply steps for recording and organizing ideas.</p> <ul style="list-style-type: none"> • Record pertinent main ideas/important information and supporting details in brief note form, citing the source of information in an established format. • Quote specific phrases and sentences or incorporate illustrations, graphics, sound or video clips as needed, recording their source and following an established and consistent format for citations. • Restate information found in one’s own words, using summarizing or paraphrasing techniques. • Organize and interpret information, using a variety of tools (e.g., spreadsheet, database, outlining software). <p>5-8.RP.3 Report findings in a clear, concise way.</p> <ul style="list-style-type: none"> • Identify an appropriate approach to organizing a group or individual written report, an annotated display, or oral presentation that will fit one’s audience and purpose. • Differentiate between paraphrasing and plagiarism when incorporating the ideas of others. • Evaluate the research project as a whole using teacher-generated criteria.
9-12	<p>9-12.RP.1 Apply steps for obtaining information from a variety of sources.</p> <ul style="list-style-type: none"> • Formulate an original open-ended research question and a plan for gathering information that addresses that question. • Demonstrate a systematic and efficient search for information through literature searches, searches of public records, surveys,

	<p>and/or interviews, as needed (e.g., identifying multiple sources of information written by authorities for an informed audience; writing concise and relevant survey questions whose responses can be readily summarized or quantitatively compiled).</p> <ul style="list-style-type: none">• Assess the accuracy and reliability of information in print, electronic, or interview sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or web sites, appropriateness for goals of the research project, absence of conflicting information, and point of view or lack of bias). <p>9-12.RP.2 Apply steps for organizing information, documenting resources, and presenting research in individual or group projects:</p> <ul style="list-style-type: none">• Record primary, secondary, and tertiary terms related to an identified topic to guide one’s search.• Follow ethical guidelines for conducting interviews and reporting results and for obtaining permission to use images, spoken words, or music from websites.• Record pertinent ideas and supporting details briefly in one’s own words and quote choose relevant quotations selectively for inclusion in a report, annotated display, or oral presentation.• Document information, quotations, graphics, photos, music, and other media sources, using a consistent format for footnotes or endnotes and a standard bibliographic format from an authoritative style guide (e.g., <i>Modern Languages Association [MLA] Style Manual and Guide to Scholarly Publishing</i>, <i>Publication Manual of the American Psychological Association [APA Style Guide]</i>, <i>Associated Press [AP] Style Guide</i>, or <i>Chicago Manual of Style</i>).• Use relevant quotations, graphic presentations of data, or illustrations to support claims made in one’s own words.• Use an appropriate approach, form, and organizational structure in individual or group research projects for an intended audience and purpose.• Develop criteria and rubrics for research projects and use them to evaluate the project as a whole.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

13: Analytical Writing

Analytical writing requires the development and use of logical thinking processes, reading “between the lines,” and an ever-growing knowledge base for the topic being analyzed. Beginning in grade 3, analytical writing should constitute at least half the writing students do in school, and beginning in grade 9, three-quarters of their writing assignments should require research and analysis. Students should be expected to revise and edit their writing.

Grade	<p style="text-align: center;">Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.WE.1 Develop possible topics for a multi-paragraph composition based on what is studied in mathematics, science and technology/engineering, history/social science, health, or the arts.</p> <p>6.WE.2 Organize information with a controlling statement in the introduction, supporting relevant details and clarifying examples in the body of the composition, and a reiteration of the controlling idea in the conclusion.</p> <p>6.WE.3 Make choices of words, syntax, and level of formality that are appropriate to the topic, audience, and purpose.</p> <p>6.WE.4 Use a thesaurus to find the right word for the intended meaning.</p>
7	<p>7.WE.1 Write on topics drawn from what is studied in mathematics, science and technology/engineering, history/social science, foreign languages, or the arts, using an organizational form that is appropriate to the topic (e.g., <i>sequence, description, categorization, problem-solution, cause and effect, comparison-contrast</i>), logical topic development, and supporting details, reasons, examples and data.</p> <p>7.WE.2 Ensure that word choice is precise, that there is a variety in sentence structure, and that the level of formality is appropriate to the topic, audience, and purpose.</p>
8	<p>8.WE.1 Write an interpretation of a literary text that includes a controlling idea, logical development, supporting details and examples from the text, and concluding statements.</p> <p>8.WE.2 Write a research report that includes a controlling idea, logical development, supporting details and examples from multiple sources, a conclusion, footnotes or endnotes, and a bibliography.</p>
9	<p>9.WE.1. Write literary analyses or research-based reports that show consistent topic development, logical organization, use of detail, appropriate vocabulary, varied sentence structure, and bibliographic information. <i>For example, students in a science class conduct an experiment and write a report that includes an abstract, the procedures they followed, a discussion of their results, and a conclusion.</i></p> <p>9.WE.2 Write clear practical texts (e.g., directions, emails, or notes) that use accurate and accessible vocabulary for an identified audience.</p>
10	<p>10.WE.1 Write literary analyses, essays, or research reports that present a thesis statement, have a logical organization appropriate to the subject, and that develop an academic argument through the use of quotations, paraphrasing, commentary, relevant charts, graphs, or illustrations and bibliographic information, as needed.</p>

	<p>10.WE.2 Make precise word choices and choices about rhetorical structure to create a tone that adds depth to the message and is fitting for the topic, audience, and purpose.</p> <p>10.WE.2 Write clear practical texts (e.g., instructions or minutes of a meeting) that use accurate and accessible vocabulary for an identified audience.</p>
11	<p>11.WE.1 Write literary analyses, essays, and research reports that have a clear thesis and topic development and that synthesize information from multiple sources.</p> <p>11.WE.2 Write practical documents (e.g., project plans or applications) that present ideas and data clearly and concisely.</p>
12	<p>12.WE.1 Write literary analyses, essays, and research reports that have a clear thesis and logical topic development, that accurately synthesize information from multiple sources, and that anticipate and refute misconceptions or counterarguments.</p> <p>12.WE.2 Write practical documents (e.g., memos, proposals, visual presentations using business software) that communicate policies, findings, or data concisely and clearly.</p>

14: Persuasive Writing

At all grade levels, persuasive writing should constitute less than one-quarter of the writing students do. In the elementary grades, at least half of their writing should be analytic in nature, and another one quarter personal writing. From grade 9 onward, about three-quarters of student writing should be analytic, and personal and persuasive writing no more than one quarter of their assigned writing.

Grade	<p>Student Learning Standards Students address earlier standards as needed.</p>
6	<p>6.WP.1 Present a position to an identified audience and use relevant facts, quantitative information, or anecdotes in support of one’s position to persuade the reader.</p>
7	<p>7.WP.1 Write persuasive arguments to an identified audience that clearly present a position and that acknowledge other positions.</p>
8	<p>8.WP.1 Write persuasive arguments that begin with an engaging introduction (i.e., a “hook”), include sufficient commentary in the body of the argument, and end with a compelling conclusion.</p>
9	<p>9.WP.1 Write persuasive arguments that acknowledge counterarguments equivalent to one’s arguments and provide evidence to refute them.</p>

10	<p>10.WP.1 Write persuasive arguments to convince one’s peers and adults to take action on an issue, using accurate and relevant evidence from credible sources to support one’s position.</p> <p>10.WP.2 Acknowledge counterarguments and present counterarguments that indicate understanding of the complexity of the issue.</p>
11	<p>11.WP.1 Write persuasive arguments for a general audience that take a position and recommend action on a controversial issue.</p> <p>11.WP.2 Employ extensive evidence and make connections between evidence and counter-evidence.</p>
12	<p>12.WP.1 Write persuasive speeches, essays, articles, and editorials for a general audience that</p> <ul style="list-style-type: none"> • make a substantive claim about a controversial issue; • link the claim to accurate, relevant, and sufficient evidence from a credible source or sources; and • acknowledge competing claims and refute them with evidence.

15: Personal Writing

In elementary school, about one-quarter of students’ writing will be for this purpose, gradually decreasing in middle school as analytical writing becomes even more prominent. In high school, much less than one-quarter of students’ writing assignments should call for personal or persuasive writing. After developing their work, students should be expected to revise and to edit their writing.

Grade	Student Learning Standards Students address earlier standards as needed.
6	<p>6.WE.1 Write stories or scripts that contain the basic elements of fiction (sustained characters, setting, dialogue, conflict, plot, resolution).</p> <p>6.WE.2 Organize narrative writing with flashbacks, and/or foreshadowing.</p> <p>6.WE.3 Use vocabulary that gives vivid pictures of key settings, characters, and events.</p>
7	<p>7.WE.1 Develop characters, settings, and plots for stories, scripts, and poems that are somewhat removed from student’s immediate experience (e.g., write from the point of view of a character from the past).</p> <p>7.WE.2 Employ sufficient sensory detail and figurative language or poetic techniques selectively to convey settings, characters, and events.</p>
8	<p>8.WE.1 Develop topics for stories, scripts, and poems that provide insight into relationships among characters, settings, and events.</p> <p>8.WE.2 Maintain consistency of character/voice throughout a narrative or expressive piece, selecting vocabulary to convey meaning and using figurative language for effect.</p>

9	9.WE.1 Develop topics in stories, scripts, and poems using varied approaches (e.g., first-person, third-person limited, third person omniscient narrator) and techniques (e.g., transitions and logical connections).
10	10.WE.1 Write well-organized reflections, stories, scripts, and poems that use changes in point of view, tone and mood
11	11.WE.1 Write well-organized reflections, stories, scripts, and poems that address abstract concepts.
12	12.WE.1 Apply knowledge of theme, expressive detail, varied syntax, and expressive and precise language to a well-organized reflective personal essay for a college application.

**Sample Grades 9–10 Integrated Learning Scenario:
*Introduction to Shakespeare: Language and Character***

Learning Standards Taught:	<p><i>Reading and Literature Strand:</i></p> <ul style="list-style-type: none"> • Identify, respond to, and use effects of sound, form, figurative language, and dramatic structure of poems. • Identify and analyze elements of characterization that are viewed, written, and/or performed. • Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions, and create scoring guides with categories and criteria for assessment of presentations. <p><i>Composition Strand:</i></p> <ul style="list-style-type: none"> • Write well-organized essays that have clear focus, logical development, effective use of detail, and variety in sentence structure.
Introduction:	<p>The teacher guides students through a series of exercises to help them understand how Shakespeare shapes language to convey meaning and how actors translate their interpretation of Shakespeare’s meaning into action on the stage.</p> <p>Given Mark Antony’s speech (Act III, scene 1 of <i>Julius Caesar</i>), students march to the rhythm of Shakespeare’s poetry as they read it aloud, changing direction as they come to a period or semicolon. They discuss how variations in rhythm and sentence length help to communicate Antony’s underlying emotions and motivations.</p> <p>In another exercise, they identify and illustrate images in the speech and discuss how they help to convey Antony’s feelings and thoughts as he speaks. Finally, they practice conveying different emotions and meanings as they say an everyday phrase like “Please pass the butter,” using a variety of inflections and gestures.</p>
Practice / Assessment:	<p>Students and teacher create a list of criteria for assessing an oral performance. Students in groups cut Antony’s speech to ten lines while preserving the meaning of the whole, develop a performance, and present the abbreviated speech to the class, using the criteria to assess the performances.</p>

Culminating Performance and Evaluation:	Each student writes an essay that explains in detail how Shakespeare’s use of rhythm, punctuation, and imagery helps convey the motives, thoughts, and feelings of the speaker. Using the above exercises and criteria, students cut, practice, perform, and assess speeches from the Shakespeare play they go on to study in class.
------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix A: Suggested Authors and Illustrators Who Reflect Our Common Literary and Cultural Heritage

All American students must acquire knowledge of a range of literary works reflecting our common literary heritage. It is a heritage that goes back thousands of years to the ancient world. In addition, all students should become familiar with some of the outstanding works in the rich body of literature that is their particular heritage in the English-speaking world. This includes a literature that was created just for children because its authors saw childhood as a special period in life. It was also the first literature in the world created for them.

The suggestions below constitute a core list of those authors and illustrators (and a few specific works) that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, newspapers, or public speeches, in this country or elsewhere. Knowledge of these authors and illustrators in their original, adapted, or revised editions will contribute significantly to a student's ability to understand literary allusions and participate effectively in our common civic culture.

A curriculum drawing on these suggested lists will also provide significant support for the major reason statewide learning standards were developed—to ensure equity and high academic expectations for all students. A literature curriculum should include works drawn from this list and contemporary works of similar quality, drawn from cultures around the world from many historical periods. It is then possible to assure parents and other citizens that all students will be expected to read at a high level of reading difficulty. By themselves, even the most carefully crafted learning standards cannot guarantee that expectation for all students.

Effective English language arts teachers teach all students to comprehend and analyze a variety of significant literature. To ensure that all students read challenging material, teachers may choose to present excerpts of longer works, or vary the amount of class time devoted to a specific work or cluster of works. As all English teachers know, some authors have written many works, not all of which are of equally high quality. We expect teachers to use their literary judgment as they make selections.

In planning a curriculum, it is important to balance depth with breadth. As teachers in schools and districts work with this curriculum framework to develop literature units, they will often combine works from the two lists into thematic units. Exemplary curriculum is always evolving. We urge districts to take initiative to create programs meeting the needs of their students.

The suggested lists of Appendices A and B are organized by the grade-span levels of PreK-2, 3-4, 5-8, and 9-12. A few authors are repeated in adjoining grade-spans, giving teachers the option to match individual students with the books that suit their interests and developmental levels. The decision to present a Grades 9-12 list (as opposed to Grades 9-10 and 11-12) stems from the recognition that teachers should be free to choose selections that challenge, but do not overwhelm, their students.

Grades 5-8*

Selections from

Grimm's fairy tales, French fairy tales, Tales by Hans Christian Andersen and Rudyard Kipling, Aesop's fables, Greek, Roman, or Norse myths, Indigenous American myths and legends, Stories about King Arthur, Robin Hood, Beowulf and Grendel, St. George and the Dragon

The Bible as literature

Old Testament: Genesis, Ten Commandments, Psalms and Proverbs

New Testament: Sermon on the Mount; Parables

British and European authors or illustrators

James Barrie, Frances Burnett, Lucy Boston, Lewis Carroll, Carlo Collodi, Charles Dickens, Arthur Conan Doyle, Daniel Defoe, Leon Garfield, Kenneth Grahame, C. S. Lewis, George MacDonald, Edith Nesbit, Mary Norton, Philippa Pearce, Arthur Rackham, Anna Sewell, William Shakespeare, Johanna Spyri, Robert Louis Stevenson, Jonathan Swift, J. R. R. Tolkien, P. L. Travers, T.H.White

American authors or illustrators

Louisa May Alcott, Lloyd Alexander, Natalie Babbitt, L.Frank Baum, Nathaniel Benchley, Carol Ryrie Brink, Elizabeth Coatsworth, Esther Forbes, Paula Fox, Jean George, Virginia Hamilton, Bret Harte, Irene Hunt, Washington Irving, Sterling North, Scott O'Dell, Maxfield Parrish, Howard Pyle, Edgar Allan Poe, Ellen Raskin, Marjorie Kinnan Rawlings, Elizabeth Speare, Anna Sewell, Booth Tarkington, Mark Twain, James Thurber, E. B. White, Laura Ingalls Wilder, N. C. Wyeth

Poets

Stephen Vincent and Rosemarie Carr Benét, Lewis Carroll, John Ciardi, Rachel Field, Robert Frost, Langston Hughes, Edward Lear, Henry Wadsworth Longfellow, David McCord, Ogden Nash

*Authors and titles were reviewed by the editors of *The Horn Book*.

Grades 9-12: American Literature

Historical documents of literary and philosophical significance

Abraham Lincoln's Gettysburg Address

The Declaration of Independence

Martin Luther King Jr.'s "I Have a Dream" speech

John F. Kennedy's inaugural speech

William Faulkner's Nobel Prize Lecture

Major writers of the 18th and 19th centuries

James Fenimore Cooper, Stephen Crane, Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Benjamin Franklin, Nathaniel Hawthorne, Henry James, Thomas Jefferson, Herman Melville, Edgar Allan Poe, Henry David Thoreau, Mark Twain, Phillis Wheatley, Walt Whitman

Major writers of the early-to-mid 20th century

Henry Adams, James Baldwin, Arna Bontemps, Willa Cather, Kate Chopin, Countee Cullen, Ralph Ellison, William Faulkner, Jessie Fauset, F. Scott Fitzgerald, Charlotte Gilman, James Weldon Johnson, Ernest Hemingway, O. Henry, Langston Hughes, Zora Neale Hurston, Sarah Orne Jewett, Flannery O'Connor, Ayn Rand, Gertrude Stein, John Steinbeck, James Thurber, Jean Toomer, Booker T. Washington, Edith Wharton, Richard Wright

Playwrights

Lorraine Hansberry, Lillian Hellman, Arthur Miller, Eugene O'Neill, Thornton Wilder, Tennessee Williams, August Wilson

Major poets

Elizabeth Bishop, e e cummings, Emily Dickinson, Robert Frost, T. S. Eliot, Robinson Jeffers, Amy Lowell, Robert Lowell, Edgar Lee Masters, Edna St. Vincent Millay, Marianne Moore, Sylvia Plath, Ezra Pound, John Crowe Ransom, Edward Arlington Robinson, Theodore Roethke, Wallace Stevens, Allen Tate, Sara Teasdale, William Carlos Williams

The European, Asian, Caribbean, Central American and South American immigrant experience (e.g., O. E. Rolvaag, Younghill Kang, Abraham Cahan), the experiences of Native Americans, and slave narratives (e.g., Harriet Jacobs)

Grades 9-12: British and European Literature

The Bible as literature

Genesis, Ten Commandments, Psalms and Proverbs, Job, Sermon on the Mount, Parables

A higher level rereading of Greek mythology
Selections from Chaucer's *Canterbury Tales*

Major poets

Homer

Epic poets: Dante and John Milton

Sonnets: William Shakespeare, John Milton, Edmund Spenser

Metaphysical poets: John Donne, George Herbert, Andrew Marvell

Romantic poets: William Blake, Lord Byron, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, William Wordsworth

Victorian poets: Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson

Modern poets: W. H. Auden, A. E. Housman, Dylan Thomas, William Butler Yeats

Playwrights

Classical Greek dramatists

William Shakespeare

Anton Chekhov, Henrik Ibsen, George Bernard Shaw, Oscar Wilde

Essayists

British: Joseph Addison, Sir Francis Bacon, Samuel Johnson in "The Rambler," Charles Lamb, George Orwell, Leonard Woolf, Virginia Woolf

From the Enlightenment: Voltaire, Diderot, and other Encyclopédistes, Jean Jacques Rousseau

Fiction

Selections from early novels: *La Vida de Lazarillo de Tormes, Don Quixote, Joseph Andrews, The Vicar of Wakefield*

Selections from *Pilgrim's Progress*

Selections from satire and mock epic, verse, or prose: Lord Byron, Alexander Pope, Jonathan Swift

19th century novels: Jane Austen, Emily Brontë, Joseph Conrad, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Victor Hugo, Mary Shelley, Leo Tolstoy

20th century novels: Albert Camus, André Gide, James Joyce, Franz Kafka, D. H. Lawrence, Jean Paul Sartre, Virginia Woolf

Appendix B: Suggested Authors and Illustrators of Twentieth Century American Literature and of World Literature

Students should be familiar with American authors and illustrators of the twentieth century as well as important writers from around the world, both historical and contemporary. The following lists are organized by grade clusters PreK–2, 3–4, 5–8, and 9–12, but these divisions are far from rigid, particularly for the elementary and middle grades. Many authors write stories, poetry, and non-fiction for young children, those in the middle grades, and adults as well. As children become independent readers, they often are eager and ready to read authors that may be listed at a higher level.

The lists below are necessarily incomplete, because excellent new writers appear every year. As all English teachers know, some authors have written many works, not all of which are of equally high quality. We expect teachers to use their literary judgment in selecting any particular work. It is hoped that teachers will find here many authors with whose works they are already familiar, and will be introduced to yet others. A comprehensive literature curriculum balances these authors and illustrators with those found in Appendix A.

Grades 5–8

Isaac Asimov, Avi, James Berry, Nancy Bond, Ray Bradbury, Bruce Brooks, Joseph Bruchac, Alice Childress, Vera and Bill Cleaver, James and Christopher Collier, Caroline Coman, Susan Cooper, Robert Cormier, Bruce Coville, Sharon Creech, Chris Crutcher, Christopher Paul Curtis, Karen Cushman, Michael Dorris, Paul Fleischman, Russell Freedman, Jack Gantos, Sheila Gordon, Bette Greene, Rosa Guy, Mary Downing Hahn, Joyce Hansen, James Herriot, Karen Hesse, S. E. Hinton, Felice Holman, Irene Hunt, Paul Janeczko, Angela Johnson, Diana Wynne Jones, Norton Juster, M. E. Kerr, E. L. Konigsburg, Kathryn Lasky, Madeleine L'Engle, Ursula LeGuin, Robert Lipsyte, Lois Lowry, Anne McCaffrey, Robin McKinley, Patricia McKissack, Margaret Mahy, Albert Marrin, Milton Meltzer, Jim Murphy, Phyllis Reynolds Naylor, Naomi Shihab Nye, Richard Peck, Daniel Pinkwater, Philip Pullman, Ellen Raskin, J. K. Rowling, Cynthia Rylant, Louis Sachar, Isaac Bashevis Singer, Gary Soto, Mildred Taylor, Theodore Taylor, Yoshiko Uchida, Cynthia Voigt, Yoko Kawashima Watkins, Janet Wong, Laurence Yep, Jane Yolen, Paul Zindel

Authors for Grades PreK–8 have been reviewed by the editors of *The Horn Book*.

Grades 9–12: Twentieth-Century American Literature

Fiction

James Agee, Maya Angelou, Saul Bellow, Pearl Buck, Raymond Carver, John Cheever, Sandra Cisneros, Arthur C. Clarke, E. L. Doctorow, Louise Erdrich, Nicholas Gage, Ernest K. Gaines, Alex Haley, Joseph Heller, William Hoffman, John Irving, William Kennedy, Ken Kesey, Jamaica Kincaid, Maxine Hong Kingston, Jon Krakauer, Harper Lee, Bernard Malamud, Carson McCullers, Toni Morrison, Joyce Carol Oates, Tim O'Brien, Edwin O'Connor, Cynthia Ozick, Chaim Potok, Reynolds Price, Annie Proulx, Richard Rodriguez, Leo Rosten, J. D. Salinger, William Saroyan, May Sarton, Jane Smiley, Betty Smith, Wallace Stegner, Amy Tan, Anne Tyler, John Updike, Kurt Vonnegut, Jr., Alice Walker, Robert Penn Warren, Eudora Welty, Thomas Wolfe, Tobias Wolff, Anzia Yezierska

Poetry

Claribel Alegria, Julia Alvarez, A. R. Ammons, Maya Angelou, John Ashberry, Jimmy Santiago Baca, Amiri Baraka (LeRoi Jones), Elizabeth Bishop, Robert Bly, Louise Bogan, Gwendolyn Brooks, Sterling Brown, Hayden Carruth, J. V. Cunningham, Rita Dove, Alan Dugan, Richard Eberhart, Martin Espada, Allen Ginsberg, Louise Gluck, John Haines, Donald Hall, Robert Hayden, Anthony Hecht, Randall Jarrell, June Jordan, Galway Kinnell, Stanley Kunitz, Philip Levine, Audrey Lord, Amy Lowell, Robert Lowell, Louis MacNeice, James Merrill, Mary Tall Mountain, Sylvia Plath, Anna Quindlen, Ishmael Reed, Adrienne Rich, Theodore Roethke, Anne Sexton, Karl Shapiro, Gary Snyder, William Stafford, Mark Strand, May Swenson, Margaret Walker, Richard Wilbur, Charles Wright, Elinor Wylie

Essays/Nonfiction (contemporary and historical)

Edward Abbey, Susan B. Anthony, Russell Baker, Ambrose Bierce, Carol Bly, Dee Brown, Art Buchwald, William F. Buckley, Rachel Carson, Margaret Cheney, Marilyn Chin, Stanley Crouch, Joan Didion, Annie Dillard, W. E. B. Du Bois, Gretel Ehrlich, Loren Eiseley, Henry Louis Gates, Jr., Doris Goodwin, Stephen Jay Gould, John Gunther, John Hersey, Edward Hoagland, Helen Keller, William Least Heat Moon, Barry Lopez, J. Anthony Lukas, Mary McCarthy, Edward McClanahan, David McCullough, John McPhee, William Manchester, H. L. Mencken, N. Scott Momaday, Samuel Eliot Morison, Lance Morrow, Bill Moyers, John Muir, Anna Quindlen, Chet Raymo, Richard Rodriguez, Eleanor Roosevelt, Franklin D. Roosevelt, Theodore Roosevelt, Carl Sagan, William Shirer, Shelby Steele, Lewis Thomas, Walter Muir Whitehill, Malcolm X

Drama

Edward Albee, Robert Bolt, Jerome Lawrence and Robert E. Lee, Archibald MacLeish, David Mamet, Terrence Rattigan, Ntozake Shange, Neil Simon, Orson Welles

Grades 9–12: Historical and Contemporary World Literature

Fiction

Chinua Achebe, S. Y. Agnon, Ilse Aichinger, Isabel Allende, Jerzy Andrzejewski, Margaret Atwood, Isaac Babel, James Berry, Heinrich Boll, Jorge Luis Borges, Mikhail Bulgakov, Dino Buzzati, A. S. Byatt, Italo Calvino, Karl Capek, Carlo Cassola, Camillo Jose Cela, Julio Cortazar, Isak Dinesen, E. M. Forster, Gabriel Garcia Marquez, Nikolai Gogol, William Golding, Robert Graves, Hermann Hesse, Wolfgang Hildesheimer, Aldous Huxley, Kazuo Ishiguro, Yuri Kazakov, Milan Kundera, Stanislaw Lem, Primo Levi, Jacov Lind, Clarice Lispector, Naguib Mahfouz, Thomas Mann, Alberto Moravia, Mordechai Richler, Alice Munro, Vladimir Nabokov, V. S. Naipaul, Alan Paton, Cesar Pavese, Santha Rama Rau, Rainer Maria Rilke, Ignazio Silone, Isaac Bashevis Singer, Alexander Solzhenitsyn, Niccolo Tucci, Mario Vargas-Llosa, Elie Wiesel, Emile Zola

Poetry

Bella Akhmadulina, Anna Akhmatova, Rafael Alberti, Joseph Brodsky, Constantine Cavafy, Odysseus Elytis, Federico Garcia Lorca, Seamus Heaney, Ted Hughes, Philip Larkin, Czeslaw Milosz, Gabriela Mistral, Pablo Neruda, Octavio Paz, Jacques Prévert, Alexander Pushkin, Salvatore Cuasimodo, Juan Ramon Ramirez, Arthur Rimbaud, Pierre de Ronsard, George Seferis, Léopold Sédar Senghor, Wole Soyinka, Marina Tsvetaeva, Paul Verlaine, Andrei Voznesensky, Derek Walcott, Yevgeny Yevtushenko

Essays/Nonfiction

Winston Churchill, Mahatma Gandhi, Steven Hawking, Arthur Koestler, Margaret Laurence, Michel de Montaigne, Shiva Naipaul, Octavio Paz, Jean Jacques Rousseau, Alexis de Tocqueville, Voltaire, Rebecca West, Marguerite Yourcenar

Drama

Jean Anouilh, Fernando Arrabal, Samuel Beckett, Bertolt Brecht, Albert Camus, Jean Cocteau, Athol Fugard, Jean Giraudoux, Eugene Ionesco, Molière, John Mortimer, Sean O’Casey, John Osborne, Harold Pinter, Luigi Pirandello, Racine, Jean-Paul Sartre, Tom Stoppard, John Millington Synge

Religious Literature

Analects of Confucius. Bhagavad-Gita, Koran, Tao Te Ching, Book of the Hopi, Zen parables, Buddhist scripture

Appendix C: Glossary of Terms

Adjectival phrase A phrase that modifies a noun or a pronoun. Infinitive phrases (He gave his permission *to paint the wall*), prepositional phrases (I sat next to a boy *with red hair*), and participial phrases (His voice, *cracked by fatigue*, sounded eighty years old) can all be used as adjectival phrases. See **Adjective**

Adjective A word that describes somebody or something. *Old, white, busy, careful, and horrible* are all adjectives. Adjectives either come before a noun, or after linking verbs (*be, seem, look*). See **Adverb, Noun, Verb, Adjectival phrase**

Adverb A word that modifies a verb, an adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much. Adverbs can be cataloged in four basic ways: time, place, manner, and degree. See **Adjective, Noun, Verb, Adverbial phrase**

Adverbial phrase A phrase that modifies a verb, an adjective, or another adverb. Infinitive phrases (The old man installed iron bars on his windows *to stop intruders*) or prepositional phrases (The boys went *to the fair*) can be used as adverbial phrases. See **Adverb**

Allegory A story in which people, things, and actions represent an idea or generalization about life; allegories often have a strong moral or lesson. See **Symbol, Symbolism**

Alliteration The repetition of initial consonant sounds in words. For example, *rough and ready*.

Allusion A reference in literature, or in visual or performing arts, to a familiar person, place, thing, or event. Allusions to biblical figures and figures from classical mythology are common in Western literature.

Archetype An image, a descriptive detail, a plot pattern, or a character type that occurs frequently in literature, myth, religion, or folklore and is, therefore, believed to evoke profound emotions.

Argumentation A speech or writing intended to convince by establishing truth. Most argumentation begins with a statement of an idea or opinion, which is then supported with logical evidence. Another technique of argumentation is the anticipation and rebuttal of opposing views. See **Persuasion, Persuasive writing**

Aside A dramatic device in which a character speaks his or her thoughts aloud, in words meant to be heard by the audience but not by the other characters. See **Soliloquy**

Assonance The repetition of vowel sounds without the repetition of consonants. For example, *lake and fake*. See **Consonance**

Ballad A poem in verse form that tells a story. See **Poetry, Refrain**

Character A person who takes part in the action of a story, novel, or a play. Sometimes characters can be animals or imaginary creatures, such as beings from another planet.

Characterization/Character development The method a writer uses to develop characters. There are four basic methods: (a) a writer may describe a character's physical appearance; (b) a character's nature may be revealed through his/her own speech, thoughts, feelings, or actions; (c) the speech, thoughts, feelings, or actions of other characters can be used to develop a character; and (d) the narrator can make direct comments about a character.

Chorus In ancient Greece, the groups of dancers and singers who participated in religious festivals and dramatic performances. In poetry, the refrain. See also **Refrain**.

Clause A group of related words that has both a subject and a predicate. For example, '*because the boy laughed.*' See **Phrase**

Cliché A trite or stereotyped phrase or expression. A hackneyed theme, plot, or situation in fiction or drama. For example, ‘*it rained cats and dogs.*’

Climax The high point, or turning point, in a story—usually the most intense point near the end of a story. See **Plot, Conflict, Rising action, Resolution**

Cognates Words having a common linguistic origin. For example, *café* and *coffee* derive from the Turkish, *kahve*.

Conflict In narration, the struggle between the opposing forces that moves the plot forward. Conflict can be internal, occurring within a character, or external, between characters or between a character and an abstraction such as nature or fate. See **Plot, Climax, Exposition, Rising action, Resolution**

Connotation The attitudes and feelings associated with a word. These associations can be negative or positive, and have an important influence on style and meaning. See **Denotation**

Consonance The repetition of consonant sounds within and at the ends of words. For example, *lonely afternoon*. Often used with assonance, alliteration, and rhyme to create a musical quality, to emphasize certain words, or to unify a poem. See **Assonance, Alliteration, Rhyme**

Controlling image A single image or comparison that extends throughout a literary work and shapes its meaning. See **Extended metaphor, Metaphor**

Denotation The literal or dictionary definition of a word. Denotation contrasts with connotation. See **Connotation**

Denouement See **Resolution**

Description The process by which a writer uses words to create a picture of a scene, an event, or a character. A description contains carefully chosen details that appeal to the reader’s senses of sight, sound, smell, touch, or taste. See **Narration, Exposition, Persuasion**

Dialect A particular variety of language spoken in one place by a distinct group of people. A dialect reflects the colloquialisms, grammatical constructions, distinctive vocabulary, and pronunciations that are typical of a region. At times writers use dialect to establish or emphasize settings as well as to develop characters.

Dialogue Conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository. See **Description, Exposition, Drama**

Diction An author’s choice of words based on their correctness, clearness, or effectiveness. See **Style, Imagery**

Digraph Two successive letters that make a single sound. For example, the *ea* in *bread*, or the *ng* in *sing*.

Diphthong Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, *oy* in the word *boy*.

Discourse Formal, extended expression of thought on a subject, either spoken or written.
See **Rhetoric**

Drama/Dramatic literature A play; a form of literature that is intended to be performed before an audience. Drama for stage is also called theatre. (See Massachusetts Arts Framework) In a drama, the story is presented through the dialogue and the actions of the characters. See **Script**

Edit Replace or delete words, phrases, and sentences that sound awkward or confusing, and correct errors in spelling, usage, mechanics, and grammar. Usually the step before producing a final piece of writing. See **Revise**

Epic A long narrative that tells of the deeds and adventures of a hero or heroine. See **Poetry, Hero/Heroine**

Epigraph A quotation on the title page of a book or a motto heading a section of a work, suggesting what the theme or central idea will be.

Epithet An adjective or phrase used to express the characteristic of a person or thing in poetry. For example, '*rosy-fingered dawn.*'

Essay A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas and feelings, to analyze, to inform, to entertain, or to persuade. An essay can be formal, with thorough, serious, and highly organized content, or informal, with a humorous or personal tone and less rigid structure. See **Exposition, Non-narrative nonfiction**

Exposition/Expository text Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and analysis. In a play or a novel, exposition is that portion that helps the reader to understand the background or situation in which the work is set. See **Description, Narration, Persuasion**

Extended metaphor A comparison between unlike things that serves as a unifying element throughout a series of sentences or a whole piece. An extended metaphor helps to describe a scene, an event, a character, or a feeling. See **Controlling image, Metaphor**

Fable A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people. See **Folktale, Traditional narrative**

Fairy tale A story written for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins. See **Folktale, Traditional narrative**

Falling action In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved. See **Narration, Exposition, Rising action, Climax, Resolution**

Fiction Imaginative works of prose, primarily the novel and the short story. Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition. See **Exposition/Expository text, Nonfiction, Informational text, Novel, Short story**

Figurative language Language that communicates ideas beyond the ordinary or literal meaning of the words. See **Simile, Metaphor, Personification, Hyperbole**

Figure of speech Literary device used to create a special effect or feeling, often by making some type of comparison. See **Hyperbole, Metaphor, Simile, Understatement**

Fluency Automatic word recognition, rapid decoding, and checking for meaning.

Folktale A short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquired cumulative authorship. Most folktales eventually move from oral tradition to written form. See **Traditional narrative, Tall tale**

Foreshadowing A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.

Genre A category of literature. The main literary genres are fiction, nonfiction, poetry, and drama.

Gerund A verb form that ends in -ing and is used as a noun. For example, '*Cooking is an art.*'

Grammar The study of the structure and features of a language. Grammar usually consists of rules and standards that are to be followed to produce acceptable writing and speaking.

Hero/Heroine A mythological or legendary figure often of divine descent who is endowed with great strength or ability. The word is often broadly applied to the principal male or female character in a literary or dramatic work. See **Protagonist**

Heroic couplet Two rhyming lines written in iambic pentameter. The term "heroic" comes from the fact that English poems having heroic themes and elevated style have often been written in iambic pentameter. See **Iambic pentameter, Poetry, Meter**

Homograph One of two or more words spelled alike but different in meaning and derivation or pronunciation. For example, the noun *conduct* and the verb *conduct* are homographs. See **Homonym, Homophone**

Homonym One of two or more words spelled and pronounced alike but different in meaning. For example, the noun *quail* and the verb *quail*. See **Homograph, Homophone**

Homophone One of two or more words pronounced alike but different in meaning or derivation or spelling. For example, the words *to, too,* and *two*. See **Homonym, Homograph**

Hyperbole An intentional exaggeration for emphasis or comic effect.

Iambic pentameter A metrical line of five feet or units, each made up of an unstressed then a stressed syllable. For example, '*I have thee not, and yet I see thee still.*' (Macbeth, II.1.44) See **Meter, Poetry**

Idiom A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using '*over his head*' for '*doesn't understand.*'

Image/Imagery Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch. See **Style, Sensory detail**

Imaginative/Literary text Fictional writing in story, dramatic, or poetic form. See **Informational/Expository text**

Improvisation A work or performance that is done on the spur of the moment, without conscious preparation or preliminary drafts or rehearsals. See **Drama**

Independent clause Presents a complete thought and can stand alone as a sentence. For example, ‘*When she looked through the microscope, she saw paramecia.*’ See **Subordinate clause, Sentence**

Infinitive A verb form that is usually introduced by *to*. The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object (*The foolish teenager decided to smoke*); as an adjective (*The right to smoke in public is now in serious question*); or as an adverb (*It is illegal to smoke in public buildings*). See **Verb**

Informational/Expository text Nonfiction writing in narrative or non-narrative form that is intended to inform. See **Imaginative/Literary text**

Internal rhyme Rhyme that occurs within a single line of poetry. For example, in the opening line of Eliot’s *Gerontion*, ‘*Here I am, an old man in a dry month,*’ internal rhyme exists between ‘*an*’ and ‘*man*’ and between ‘*I*’ and ‘*dry*’. See **Rhyme, Poetry**

Irony The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm. See **Hyperbole, Understatement**

Jargon Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated and difficult for people not in the profession to understand.

Literacy The ability to read, write, speak, and understand words.

Main character See **Protagonist**

Main idea In informational or expository writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation. See **Theme, Thesis**

Metaphor A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*. For example, in the *evening of life*. See **Figurative language, Figure of speech, Simile**

Meter In poetry, the recurrence of a rhythmic pattern. See **Iambic pentameter**

Monologue See **Soliloquy**

Mood The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, dialogue, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood. See **Style, Tone**

Moral The lesson taught in a work such as a fable; a simple type of theme. For example, ‘*Do not count your chickens before they are hatched*’ teaches that one should not number one’s fortunes or blessings until they appear. See **Theme**

Myth A traditional story passed down through generations that explains why the world is the way it is. Myths are essentially religious, because they present supernatural events and beings and articulate the values and beliefs of a cultural group.

Narration Writing that relates an event or a series of events; a story. Narration can be imaginary, as in a short story or novel, or factual, as in a newspaper account or a work of history. See **Description, Exposition, Persuasion**

Narrator The person or voice telling the story. The narrator can be a character in the story or a voice outside the action. See **Point of view**

Nonfiction Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction. See **Fiction**

Non-narrative nonfiction Nonfiction written to inform, explain, or persuade that does not use narrative structure to achieve its purpose.

Noun A word that is the class name of something: a person, place, thing, or idea. See **Adjective, Adverb, Verb**

Novel An extended work of fiction. Like a short story, a novel is essentially the product of a writer’s imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot. See **Fiction, Short story**

Onomatopoeia The use of a word whose sound suggests its meaning, as in *clang, buzz, twang*.

Onset The part of the syllable that precedes the vowel. For example, /h/ in *hop*, and /sk/ in *scotch*. Some syllables have no onset, as in *un* or *on*. See **Rime**

Oral Pertaining to spoken words. See **Verbal**

Overstatement See **Hyperbole**

Palindrome A word, phrase, or sentence that reads the same backward or forward. For example, *Able was I ere I saw Elba*.

Paradox A statement that seems to contradict itself, but, in fact, reveals some element of truth. A special kind of paradox is the oxymoron, which brings together two contradictory terms. For example, *cruel kindness* and *brave fear*.

Parallel structure The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel infinitive phrases: *He wanted to join the swim team, to be a high diver, and to swim in relays.*

Parody Imitates or mocks another work or type of literature. Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work.

Participle A verb form ending in –ing or –ed. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, in *a glowing coal* and *a beaten dog*, *glowing* and *beaten* are participles.

Pastoral A poem presenting shepherds in rural settings, usually in an idealized manner. The language and form are artificial. The supposedly simple, rustic characters tend to use formal, courtly speech, and the meters and rhyme schemes are characteristic of formal poetry.
See **Poetry, Epic**

Personification A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts: *The weather is smiling on us today; Love is blind.* See **Metaphor, Figure of speech, Figurative language**

Perspective A position from which something is considered or evaluated; standpoint.
See **Point of view**

Persuasion/Persuasive writing Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position.
See **Description, Exposition, Narration**

Phonemic awareness/Phonological awareness Awareness that spoken language consists of a sequence of phonemes. This awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.
See **Phoneme, Phonics**

Phoneme The smallest unit of speech sound that makes a difference in communication. For example, *fly* consists of three phonemes: /f/-/l/-/i/.

Phonetic Representing the sounds of speech with a set of distinct symbols, each denoting a single sound. See **Phonics**

Phonics The study of sounds. The use of elementary phonetics in the teaching of reading.
See **Phonetic**

Phrase A group of related words that lacks either a subject or a predicate or both. For example, *by the door* and *opening the box*. See **Clause**

Plot The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) *exposition*; (b) *rising action*; (c) *climax*; (d) *falling action*; and (e) *resolution or denouement*.
See **Climax, Conflict, Exposition, Falling action, Resolution, Rising action**

Poetry An imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry's rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. Poetry insists on the specific and the concrete. See **Prose, Meter**

Point of view The vantage point from which a story is told. In the first-person or narrative point of view, the story is told by one of the characters. In the third-person or omniscient point of view, the story is told by someone outside the story. See **Perspective**

Prefix A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word. For example, *re-*, *dis-*, *com-* are prefixes. See **Suffix, Root**

Prose Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme. See **Poetry**

Protagonist The main character or hero of a story. See **Hero/Heroine**

Pun A joke that comes from a play on words. It can make use of a word's multiple meanings or a word's rhyme.

Refrain One or more words repeated at intervals in a poem, usually at the end of a stanza, such as the last line of each stanza in a ballad. Used to present different moods or ideas, as in Poe's, '*Nevermore*'. See also **Chorus**.

Resolution Also called *denouement*, the portion of a play or story where the problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end.

Revise To change a piece of writing in order to improve it in style or content. As distinct from editing, revising often involves restructuring a piece rather than simply editing for word choice, grammar, or spelling. See **Edit**

Rhetoric The art of effective expression and the persuasive use of language. See **Discourse**

Rhyme scheme In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for the purpose of analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza. The pattern of a Spenserian stanza is *ababbcbcc*.

Rhythm The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create mood, to unify a work, or to heighten emotional response.

Rime The vowel and any consonants that follow it. For example, in *scotch*, the rime is */och/*. See **Onset**

Rising action The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story. See, **Conflict, Climax, Exposition, Falling action**

Root (Root word) A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root *graph*, the prefix *di-* and the suffix *-ic* can be added to create the word, *digraphic*. See **Prefix, Suffix**

Rubric An authentic (close to real world) assessment tool for making scoring decisions; a printed set of guidelines that distinguishes performances or products of different quality. See **Scoring guide**

Rule of three (See Learning Standard 16.8)The number three (3) recurs especially in folk literature and fairy tales. For example, *three characters, three tasks, repetition of an event three times*.

Satire A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical and often uses exaggeration for effect.

Scoring guide List of criteria for evaluating student work. See **Rubric**

Script The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.

Sensory detail See **Imagery, Style**

Sentence A group of words expressing one or more complete thoughts.

Setting The time and place of the action in a story, play, or poem.

Short story A brief fictional work that usually contains one major conflict and at least one main character.

Simile A comparison of two unlike things in which a word of comparison (often *like* or *as*) is used. For example, '*She stood in front of the altar, shaking like a freshly caught trout.*' (*Maya Angelou*) See **Metaphor**

Soliloquy A speech in a dramatic work in which a character speaks his or her thoughts aloud. Usually the character is on the stage alone, not speaking to other characters and perhaps not even consciously addressing the audience. (If there are other characters on the stage, they are ignored temporarily.) The purpose of a soliloquy is to reveal a character's inner thoughts, feelings, and plans to the audience.

Sonnet A poem consisting of fourteen lines of iambic pentameter. See **Iambic pentameter, Poetry**

Standard American English conventions The widely accepted practices in English punctuation, grammar, usage, and spelling that are taught in American schools and employed by educated speakers and writers. See **Standard American English**

Standard American English The variety of English used in public communication, particularly in writing. It is the form taught in American schools and used by educated speakers. It is not limited to a particular region. See **Standard American English conventions**

Stanza A recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme. See **Poetry, Rhyme scheme, Verse**

Style The particular way a piece of literature is written. Not only what is said but how it is said, style is the writer's unique way of communicating ideas. Elements contributing to style include word choice, sentence length, tone, figurative language, and use of dialogue. See **Diction, Imagery, Tone**

Subordinate (dependent) clause A clause that does not present a complete thought and cannot stand alone as a sentence. For example, '*The boy went home from school because he was sick.*' See **Independent clause, Sentence**

Suffix A word part that is added to the ending of a root word and establishes the part of speech of that word. For example, the suffix *-ly* added to *immediate*, a noun, creates the word, *immediately*, an adverb or adjective. See also **Prefix, Root**

Symbol A person, place, or object that represents something beyond itself. Symbols can succinctly communicate complicated, emotionally rich ideas.

Symbolism In literature, the serious and extensive use of symbols. See **Symbol**

Synonym A word that has a meaning identical with, or very similar to, another word in the same language. For example, in some situations, *right* is a synonym of *correct*.

Syntax The way in which words are put together to form constructions, such as phrases or sentences.

Tall tale A distinctively American type of humorous story characterized by exaggeration. Tall tales and practical jokes have similar kinds of humor. In both, someone gets fooled, to the amusement of the person or persons who know the truth. See **Traditional narrative, Folktale**

Theme A central idea or abstract concept that is made concrete through representation in person, action, and image. No proper theme is simply a subject or an activity. Like a thesis, theme implies a subject and predicate of some kind—not just *vice* for instance, but some such proposition as, "*Vice seems more interesting than virtue but turns out to be destructive.*" Sometimes the theme is directly stated in the work, and sometimes it is given indirectly. There may be more than one theme in a given work. See **Main idea, Thesis, Moral**

Thesis An attitude or position taken by a writer or speaker with the purpose of proving or supporting it. Also used for the paper written in support of the thesis. See **Theme, Main idea**

Tone An expression of a writer's attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. See **Mood, Style**

Topic The meaning a literary work refers to, stated in a phrase or word. For example, in Flaubert's *Madame Bovary*, the topic is "dissatisfaction with reality." See **Theme**

Traditional narrative The knowledge and beliefs of cultures that are transmitted by word of mouth. It consists of both prose and verse narratives, poems and songs, myths, dramas, rituals,

fables, proverbs, riddles, and the like. Folk literature exists side by side with the growing written record. See **Folktale, Tall tale**

Transformation (See Learning Standard 16.8) The change of a character in appearance or form by magic. For example, Cinderella was transformed by her godmother after midnight.

Trickster tale Story relating the adventures of a mischievous supernatural being much given to capricious acts of sly deception, who often functions as a cultural hero or symbolizes the ideal of a people.

Understatement A technique of creating emphasis by saying less than is actually or literally true. Understatement is the opposite of hyperbole or exaggeration, and can be used to create humor as well as biting satire. See **Hyperbole**

Verb A word, or set of words, that expresses action or state of being.

Verbal A word that is derived from a verb and has the power of a verb, but acts like another part of speech. Like a verb, a verbal may take an object, a modifier, and sometimes a subject; but unlike a verb, a verbal functions like a noun, an adjective, or an adverb. Three types of verbals are gerunds, infinitives, and participles. Also, pertaining to words, either written or spoken. See **Oral**

Verse A unit of poetry such as a stanza or line. See **Poetry, Stanza**

Voice Indicates whether the subject is acting or being acted upon. Active voice indicates that the subject is acting—doing something. (Benjamin Franklin discovered the secrets of electricity.) Passive voice indicates that the subject is being acted upon (The secrets of electricity were discovered by Benjamin Franklin). Also, a writer’s unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer’s voice include sentence structure, diction, and tone. The term can also be applied to the narrator of a selection. See **Diction, Tone**

Appendix D: A Perspective on the Goals and Content of English Language Arts Instruction in This Country

In the 1640s Massachusetts officials acknowledged the importance of literacy by passing a series of laws establishing schools in America.

It being one chief object of that old deluder, Satan, to keep men from the knowledge of the scriptures, . . . it is therefore ordered, that every township . . . after the Lord hath increased them to the number of fifty householders, . . . shall . . . appoint one within their town to teach all children as shall resort to him to read and write. It is further ordered, that where any town shall increase to the number of one hundred families . . . they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university. --from the Old Deluder Satan Act of 1647

The ability to read and write was seen as vital to maintaining the religious culture based on the scriptures. Beginning reading materials consisted of the Lord’s Prayer, selections from the Bible, and other doctrinal religious material. Grammar schools mandated by

Date <i>Oct. 26, 2015</i>		
Name <i>Ralf M. Trusty</i>		
Home Address <i>491 Tavern Creek Rd.</i>		
City <i>Iberia</i>	State <i>MO</i>	Zip <i>65486</i>
Home Phone Number <i>573-793-6733</i> <i>573-280-1246</i>		

ORGANIZATION INFORMATION

Government Agency, Person, Business, Lobbyist, or Organization, if any, on whose behalf I am appearing:
"My Kids" - speaking as an individual

TESTIMONY

If written testimony is not provided, please summarize very briefly the testimony to be presented. Please attach a copy of the written statement if one is available. Oral testimony is limited to 3 minutes.

*Q. Setting standards to compare us to other nations?
Meeting educational needs of our students.*