Missouri Learning Standards: Grade Level Expectations and Assessment Updates

Annual Cooperative Conference for School Administrators

August 1, 2016
Which of the following images best represents your current perspectives of the new Missouri Learning Standards: Grade Level Expectations?
Challenge and Opportunity
Challenge and Opportunity
Challenge and Opportunity
New Expectations - New Assessments
New Faces

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573-751-8468
Goals for Today

• Overview of K-12 Social Studies and K-12 English Language Arts Expectations

• Key Changes in SS and ELA Expectations

• Resources for Curriculum Writing

• Assessment Updates

• Q and A
K-5 ELA Key Changes

- Added the writing process
- Provided more emphasis on research
- Added media literacy
- Added cursive writing
- Embedded literary/informational reading expectations
- Increased number of expectations – opportunity for integration

6-12 ELA Key Changes

- Added the writing process
- Provided more emphasis on research
- Added media literacy
- Embedded language expectation in writing
- Separated literary/informational reading expectations
Resources

http://dese.mo.gov/college-career-readiness/curriculum/english-language-arts

K-12 Crosswalks

*6-12 Expectations and Assessment Glossary

*K-5 Examples/Explanations

*K-12 Developing Curriculum Document
### How do the newly adopted Missouri Learning Standard Expectations compare to the current MLS?

**Crosswalks**

<table>
<thead>
<tr>
<th>6.RL.1.B</th>
<th>RL.6.4</th>
<th>Partial alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>The GLE splits the standard into two expectations. The GLE modifies some information/skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Text Features (K-5 correlation R1A)</th>
<th>6.RL.1.C</th>
<th>No alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret visual elements of a text and draw conclusions from them (when applicable).</td>
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</table>

<table>
<thead>
<tr>
<th>D. Summarize/Theme (K-5 correlation R2A)</th>
<th>6.RL.1.D</th>
<th>RL.6.2</th>
<th>Direct alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.</td>
<td></td>
<td>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td></td>
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</tbody>
</table>
**Missouri Learning Standards: Grade Level Expectations**

**ELA 6-12**

**Assessment Terminology: Definitions and Examples**

<table>
<thead>
<tr>
<th>citing textual evidence/cite evidence</th>
<th>Definition</th>
<th>Sample response</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RI.1.A</td>
<td>A student uses information from texts/source materials to support their thinking, ideas or answers. When forming answers, the student should provide attribution or make reference where in the text/source the supporting evidence is located.</td>
<td>“I think the theme of the story is life doesn’t always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement what life sometimes has unexpected twists and turns.”</td>
</tr>
</tbody>
</table>
What explanation and examples are available to clarify this expectation?

**K-5 Examples and Explanations**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Compose well-developed writing texts for audience and purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>With assistance, draw or write fiction or non-fiction narratives and poems that:</td>
</tr>
<tr>
<td>Grade</td>
<td>a. use a combination of drawing, writing (e.g., letters, phonetically spelled words, sentences), and dictation to narrate a story or experience</td>
</tr>
<tr>
<td>K</td>
<td>b. tell the reader about a character or personal event</td>
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<tr>
<td></td>
<td>c. place events in the order they occurred (beginning/middle/end)</td>
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<tr>
<td></td>
<td>d. use words that are related to the topic</td>
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<tr>
<td></td>
<td>e. provide a reaction to what happened in the events</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Narrative connected to mentor text (e.g., picture story, scary story, journal)</td>
</tr>
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<td>Narrative connected to mentor texts (e.g., picture story, scary story, journal)</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Realistic fiction (e.g., &quot;My Favorite Game&quot;, thank you notes to family or community member, alphabet poem)</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Personal narrative (e.g., &quot;Times you learned to do something: ride a bike, make cookies, blow a bubble...&quot;), fairy tale, mystery, story story, parts of speech poem, question poem, diamante poetry)</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Diary, journal, folk tales, limerick, dialoogue between two people in history, bio poem, onomatopoiea poem</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td>Scripts, fables, song, a memoir, science fiction, limerick, hallow, epitaph</td>
</tr>
</tbody>
</table>
Now what? What are the next steps?

Curricular Framework

Developing Curriculum: Considerations and Applications

A handbook for Missouri Educators and Administrators

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school’s formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school’s beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff’s commitment to and involvement in a comprehensive, ongoing review of the curriculum.

Commission on Public Secondary Schools, 2005, p.4

Table of Contents

IV. Implement and Evaluate

SUMMARY: No one document can serve as a panacea for all. That is true of this document. Some districts, starting at ground zero, need more direction. Yet, other districts have well-developed curricula and need only to monitor, evaluate and update their implementation. While nearly every district will find something useful, every district is not all of this document. Although the presence of 16.620.014.1 requires "... each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills, and competencies established pursuant to subsection 1 of this section." This document is not a prescription; it is simply a guide.

A district's curriculum will not contain everything a teacher will say and do in a classroom. The district curriculum should include those items that are always expected to be implemented. That administrators will monitor and those items evaluated by the district curriculum writers. A district may opt to include additional information in their curriculum; however, these items should be clearly identified as optional or suggestions. A district curriculum delineates those required elements of instruction meticulously tracked throughout the school year. All other elements of instruction are left to the profession of the individual teacher.

This document was developed to assist districts as they create a written curriculum. Curriculum writers should carefully build a viable document based on the needs, challenges and abilities of their students, staff, and communities. A district curriculum is a living document that must continually implement, monitor, evaluate, and update it. It is incumbent upon districts to create a manageable curriculum which is reflective of their community’s need and aligned to state learning expectations.
## Essential Changes in K-12 Social Studies

<table>
<thead>
<tr>
<th>K-5</th>
<th>6-12</th>
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</thead>
<tbody>
<tr>
<td><strong>greater range of social studies disciplines</strong></td>
<td><strong>organized by course</strong></td>
</tr>
<tr>
<td><strong>focus on social science thinking and on research</strong></td>
<td><strong>emphasis on social science thinking</strong></td>
</tr>
<tr>
<td><strong>shift of Missouri history content</strong></td>
<td><strong>consistent strands across courses</strong></td>
</tr>
<tr>
<td><strong>expanded opportunity for interdisciplinary integration</strong></td>
<td><strong>illustrative examples</strong></td>
</tr>
</tbody>
</table>
Curriculum resources available on the DESE Social Studies page

http://dese.mo.gov/college-career-readiness/curriculum/social-studies

☐ Crosswalks

☐ Teacher-friendly layouts include illustrative examples

☐ Discussion of themes

☐ Potential Inquiry Questions

☐ Glossary

☐ Suggested Resources
Missouri Civics Education Initiative


- Current Government EOC exam and the voluntary American History EOC exam will continue.
- Local districts will assure compliance as a graduation requirement.
- Applies to students who enter ninth grade after July 1, 2017.
- School districts may use an online test to comply. The United States Citizenship and Immigration Services (USCIS) site testing materials are available at https://www.uscis.gov/citizenship/learners/study-test
- Districts may choose to create a crosswalk of the USCIS questions and their existing American Government, Missouri Government and American History assessment, and then to amend those assessments to comply with the USCIS content. Districts are encouraged to maintain the crosswalk and adjustments as verification of USCIS content assessed.
Opportunities for additional trainings

Professional Learning Series Additional Training Opportunities

The chart below lists additional training opportunities on the introduction to the Missouri Learning Standards — Grade Level Expectations in the four content areas. DESE personnel will provide training at the following dates and locations. Please contact the School District Personnel directly for registration and further details.

<table>
<thead>
<tr>
<th>Date</th>
<th>District/Town</th>
<th>School District Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, August 11, 2016</td>
<td>Blue Springs School District Blue Springs</td>
<td>Nancy Jorgenson <a href="mailto:njorgenson@psd.net">njorgenson@psd.net</a></td>
</tr>
<tr>
<td>Friday, August 12, 2016</td>
<td>Chillicothe R-I</td>
<td>Brian Sherrow <a href="mailto:esherrow@chillicotheschools.org">esherrow@chillicotheschools.org</a></td>
</tr>
<tr>
<td>Wednesday, August 17, 2016</td>
<td>Saratoga-Hornerville C-II Saratoga</td>
<td>Carola Mosley <a href="mailto:CHayes@psd.k12.mo.us">CHayes@psd.k12.mo.us</a> Registration ends 8-1-16</td>
</tr>
<tr>
<td>Friday, September 2, 2016</td>
<td>Osage County R-8 Fatima Westphalia</td>
<td>Janah L. Massman <a href="mailto:Maxmassman@k12.mo.us">Maxmassman@k12.mo.us</a></td>
</tr>
<tr>
<td>Wednesday, September 14, 2016</td>
<td>North St. Francois County R-4 Desloge</td>
<td>Jason Samples <a href="mailto:jsamples@nscd.k12.mo.us">jsamples@nscd.k12.mo.us</a></td>
</tr>
<tr>
<td>Thursday, September 22, 2016</td>
<td>Ozark R-VI Ozark</td>
<td>Melia Franklin <a href="mailto:MeliaFranklin@mail.oark.k12.mo.us">MeliaFranklin@mail.oark.k12.mo.us</a></td>
</tr>
<tr>
<td>Thursday, October 13, 2016</td>
<td>Southwest Center for Educational Excellence, Webb City</td>
<td>Melissa Massy <a href="https://goeg.gl/20JvZ2">https://goeg.gl/20JvZ2</a></td>
</tr>
<tr>
<td>Tuesday, October 18, 2016</td>
<td>Ldphx-St. Louis</td>
<td>Melinda Barnes <a href="http://goeg.gl/103CTl">http://goeg.gl/103CTl</a></td>
</tr>
<tr>
<td>Friday, October 21, 2016</td>
<td>Lincoln County R-II Troy</td>
<td>Mary Ingardina <a href="mailto:MIngardina@psd.k12.mo.us">MIngardina@psd.k12.mo.us</a></td>
</tr>
<tr>
<td>Monday, November 7, 2016</td>
<td>Jefferson City</td>
<td>More information to follow</td>
</tr>
<tr>
<td>Tuesday, November 8, 2016</td>
<td>Spokane High School Spokane R-VIII</td>
<td>Dr. Jared Terry <a href="mailto:jerry@spokane.k12.mo.us">jerry@spokane.k12.mo.us</a> Registration: <a href="https://goeg.gl/1vDjAd">https://goeg.gl/1vDjAd</a></td>
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Development of Assessments
Aligned to MLS Expectations Approved April 2016

| Grade-level English Language Arts and Mathematics (grades 3-8) | Required by ESSA |
| Grade-level Science (grades 5 and 8) | Required by ESSA |
| Algebra I, Biology, English II End-of-Course | Required by ESSA |
| American Government End-of-Course | Required by MSIP 5 |
| End-of-Course: Algebra II American History, English I, Geometry, Personal Finance, Physical Science | District use, optional |
| Interim assessments in English Language Arts and Mathematics (grades 3-8) | District use, optional |
| End-of-Course pre-tests | District use, optional |
Assessment Development
Prior to Initial Operational Administration

Missouri educators participate:

• Write performance level descriptors
• Design test blueprints
• Create test frameworks
• Write test items
• Conduct alignment studies
• Conduct content and sensitivity reviews
• Conduct field tests
2016-2017

- No change to Grade-Level or End-of-Course assessments
- Implementation of new MLS Expectations begins in districts
- Test development continues
- English language arts, mathematics and science field tests begin
Proposed Implementation Schedule

2017-2018 – New assessments in English language arts and mathematics

2018-2019 – New assessments in science

2019-2020 – New assessment in social studies

– Transition to new standards complete
Implementation Schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>English Language Arts/Mathematics</td>
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<tr>
<td>2016-17</td>
<td>English Language Arts/Mathematics</td>
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<tr>
<td>2017-18</td>
<td>Science</td>
<td></td>
<td></td>
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<tr>
<td>2018-19</td>
<td>Science</td>
<td></td>
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<tr>
<td>2019-20</td>
<td>Social Studies</td>
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<tr>
<td></td>
<td>Social Studies</td>
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</table>

Tests aligned to previous Missouri Learning Standards
Tests aligned to revised Missouri Learning Standards Grade Level Expectations (Approved April 2016)
Thank You!

Please let us know how we can help you with your ELA, Social Studies, Math and Science needs.