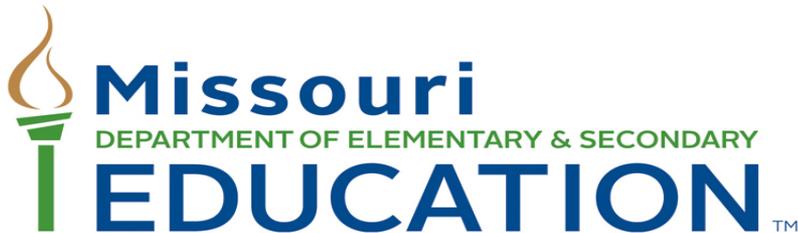


Missouri Learning Standards: Grade Level Expectations and Assessment Updates

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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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

6.RL.1.B	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.	RL.6.4	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.	Partial alignment The GLE splits the standard into two expectations The GLE modifies some information/skills
C. Text Features (K-5 correlation R1A)				
6.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).			No alignment
D. Summarize/Theme (K-5 correlation R2A)				
6.RL.1.D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	RL.6.2	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.	Direct alignment

What exactly is meant by the terminology in this expectation?

Missouri Learning Standards: Grade Level Expectations ELA 6-12 Assessment Terminology: Definitions and Examples

<p>citing textual evidence/cite evidence</p> <ul style="list-style-type: none">• 6.RI.1.A• 6.RI.1.D• 7.RI.1.A• 8.RI.1.A• 9-10.RI.1.A• 11-12.RI.1.A	<p>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.</p>	<p>Sample response: "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."</p>
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What explanation and examples are available to clarify this expectation?

K-5 Examples and Explanations

2 Compose well-developed writing texts for audience and purpose.						
C	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Narrative/Literary	<p>With assistance, draw or write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> use a combination of drawing, writing (e.g., <i>letters, phonetically spelled words, sentences</i>), and dictation to narrate a story or experience the student has had or has imagined tell the reader about a character or personal event place events in the order they occurred (beginning/middle/end) use words that are related to the topic provide a reaction to what happened in the events <p>Examples: Narrative connected to mentor texts (e.g., picture story, scary story, journal)</p>	<p>With assistance, draw or write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> use a combination of illustration, writing, and dictation to narrate a story or experience use details to describe the story or experience place events in the order they occurred use linking words to indicate beginning/middle/end (e.g., <i>first, second, third</i>) use words that are related to the topic provide a reaction to what happened in the events <p>Examples: Narrative connected to mentor texts (e.g., picture story, scary story, journal)</p>	<p>With assistance, write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> establish a situation/topic based on the student's experience or imagination introduce a main character establish a setting develop sensory details follow a logical sequence of events using complete sentences to create a beginning/middle/end use linking/transition words to signal event order (e.g., <i>then, after, next</i>) use specific words that are related to the topic and audience <p>Examples: Realistic fiction (e.g., "My Favorite Game", thank you notes to family or community member, alphabet poem)</p>	<p>Write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> establish a situation/topic and introduce a narrator and/or characters use narrative techniques, such as dialogue and descriptions establish an appropriate setting organize an event sequence to establish a beginning/middle/end use transition words and phrases to signal event order (e.g., <i>before, later, after a while</i>) use specific and relevant words that are related to the topic, audience, and purpose (e.g., sensory images) <p>Examples: Personal narrative (e.g., "Times you learned to do something: ride a bike, make cookies, blow a bubble...", fairy tale, mystery, sport story, parts of speech poem, question poem, diamante poetry)</p>	<p>Write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> establish a situation/topic and introduce a narrator and/or characters use narrative techniques, such as dialogue, motivation (e.g., thoughts, feelings) and descriptions establish an appropriate setting organize an event sequence that unfolds naturally to establish a beginning/middle/end use a variety of transitions to manage the sequence of events. (e.g., <i>after we ate, a moment later, shortly after my nap</i>) use specific, relevant and accurate words that are suited to the topic, audience, and purpose (e.g. strong verbs, similes, metaphors, personification) <p>Examples: Diary, journal, folk tales, tall tales, dialogue between two people in history, bio poem, onomatopoeia poem</p>	<p>Write fiction or non-fiction narratives and poems that:</p> <ol style="list-style-type: none"> establish a situation/topic and introduce a narrator and/or characters use narrative techniques, such as dialogue, motivation, and descriptions establish an appropriate setting organize an event sequence that unfolds naturally to establish a beginning/middle/end use a variety of transitions to manage the sequence of events (e.g., <i>however, although it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, etc.</i>) use specific, relevant and accurate words that are suited to the topic, audience, and purpose (e.g. onomatopoeia) <p>Examples: Scripts, fables, song, a memoir, science fiction, limerick, haiku, epiphany</p>

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

I Introduction

II Plan

III Unit Development

IV Implement and Evaluate

What this document provides:

- Assistance to districts in planning, writing, revising and implementing curriculum
- The components of a sound curricular document

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 will not need all of this document. Although State Statute 160.514.1 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 offers guidance.

A district's curriculum will not contain everything a teacher will say and do in a classroom. The district curriculum should include those items all teachers are expected to implement, 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 the other elements of instruction are left to the professionalism of the individual teacher.

This document was developed to assist districts as they create a written curriculum. Curriculum writers should cautiously 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 one must continually implement, monitor, evaluate, and update. 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

K-5

- Greater range of social studies disciplines
- Focus on social science thinking and on research
- Shift of Missouri history content
- Expanded opportunity for interdisciplinary integration

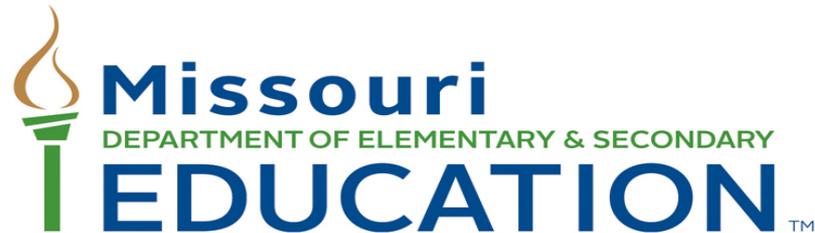
6-12

- Organized by course
- Emphasis on social science thinking
- Consistent strands across courses
- Illustrative examples

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

<https://legiscan.com/MO/text/SB638/2016>

- ❑ 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.*

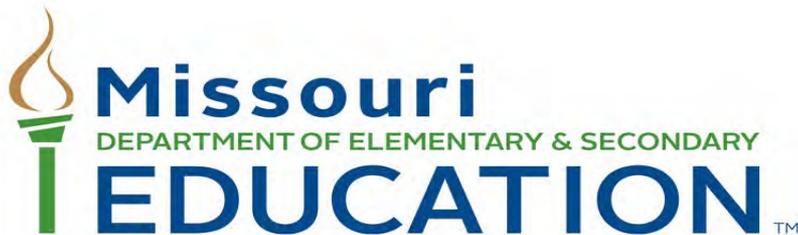
Date	District/Town	School District Personnel
Thursday, August 11, 2016	Blue Springs School District Blue Springs	Nancy Jorgensen njorgensne@bssd.net
Friday, August 12, 2016	Chillicothe R-3 Chillicothe	Brian Sherrow Bsherrow@chillicotheschools.org
Wednesday, August 17, 2016	Senath-Hornerville C-8 Senath	Charla Hayes CHayes@shs.k12.mo.us Registration ends 8-1-16
Friday, September 2, 2016 *Registration is closed	Osage County R3-Fatima Westphalia	Janah L.Massman MassmanJ@fatimacomets.org *Registration is closed
Wednesday, September 14, 2016	North St. Francois County R-I Desloge	Jason Samples jsamples@ncsd.k12.mo.us
Thursday, September 22, 2016	Ozark R-VI Ozark	Melia Franklin MeliaFranklin@mail.ozark.k12.mo.us
Thursday, October 13, 2016	Southwest Center for Educational Excellence, Webb City	Melissa Massey https://goo.gl/XD3V62
Tuesday, October 18, 2016	Edplus-St. Louis	Melinda Barnes http://goo.gl/tb8CTv
Friday, October 21, 2016	Lincoln County R-III Troy	Mary Ingmire INGMIREM@troy.k12.mo.us
Monday, November 7, 2016	Jefferson City	More information to follow
Tuesday, November 8, 2016	Spokane High School Spokane R-VIII	Dr. Jared Terry terry@spokane.k12.mo.us Registration: https://goo.gl/ywldp

<http://dhttp://dese.mo.gov/sites/default/files/curr-prof-dev-professional-learning-series-workshops-2016.pdf>

Assessment Plan and Implementation Schedule

Missouri
State Board of Education

May 17, 2016



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

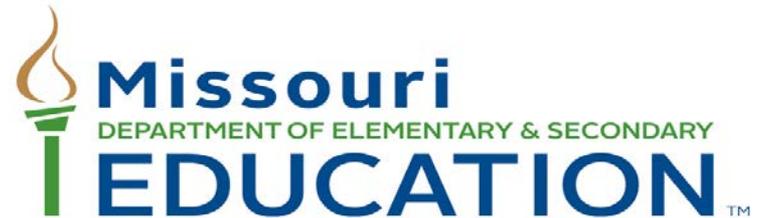
Implementation Schedule



-  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.



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