

# Office of College and Career Readiness

---

**Presentation for  
New Superintendents**

**October, 2013**



# Standards

- **Missouri Learning Standards Website**
  - [www.MissouriLearningStandards.com](http://www.MissouriLearningStandards.com)
- **Survey on Common Core implementation for teachers**
  - <https://www.surveymonkey.com/s/MOEducatorCCSS>

- **Generation Z**

- <http://dese.mo.gov/stateboard/meetings/September/documents/GenZ.pdf>

**Technology**

- **New Contract**
  - **CTB/McGraw-Hill**

**Assessment**

# Assessments in Grades 3-8

## **2013-2014:**

Communication Arts based on GLEs in grades 3-8

Mathematics based on GLEs in grades 3-8

Science based on GLEs in grades 5 and 8



## **2014-2015:**

ELA aligned to Common Core in grades 3-8

Mathematics aligned to Common Core in grades 3-8

Science based on GLEs in grades 5 and 8

# Assessments in High School

Classes of 2014 and 2015 (4)	English II
	Algebra I
	Biology
	Government
Class of 2016 (8)	All from Class 2014 and 2015 <b>PLUS</b>
	English I
	American History
	English End Of High School
Class of 2017 (9)	Mathematics End Of High School
	All from Class 2016 <b>PLUS</b>
Class of 2018 (11)	Additional Mathematics
	All from Class 2017 <b>PLUS</b>
	Additional Science
	Additional Science

	SY 2013- 2014	SY 2014- 2015	SY 2015- 2016	SY 2016- 2017	SY 2017- 2018	SY 2018- 2019
<b>GR 12</b>	2014	2015	2016	2017	2018	2019
<b>GR 11</b>	2015	2016	2017	2018	2019	2020
<b>GR 10</b>	2016	2017	2018	2019	2020	2021
<b>GR 09</b>	2017	2018	2019	2020	2021	2022

# 2014-2015 Test Alignment

Beginning in 2014-2015, ELA and Mathematics EOCs will be aligned to Common Core

Aligned to Common Core

Based on GLEs/CLEs

- Science in grades 5 and 8
- American History EOC
- Government EOC
- Biology EOC

- ELA in grades 3-8, 11
- Math in grades 3-8, 11
- English I EOC
- English II EOC
- Algebra I EOC
- Algebra II EOC
- Geometry EOC

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

## **Smarter Balanced Assessment Consortium**

# Dynamic Learning Maps

- Missouri is a member of the Dynamic Learning Maps Consortium (DLM). DLM is Missouri's Alternative Assessment Consortium.
- Based on IEP and Learning Objectives, the system selects items and tasks for a student based on previous responses.
- DLM items/tasks will cover English Language Arts (ELA) and Mathematics aligned to the Common Core State Standards (CCSS).
- Assessments will be completely online. 9

# ASSETS Consortium

- Missouri is a member of the ASSETS English language learner (ELL) Consortium.
- ASSETS is a 34-state consortium, building on the work of the WIDA Consortium, to create the next generation of English Language Proficiency assessments.
- Assessments will continue to measure the language of math, science, social studies, language arts as well as social and instructional language in four modalities: listening, speaking, reading and writing.

## Find a Model Curriculum Unit

[Provide Feedback](#)

© 2012 Missouri Department of Elementary and Secondary Education

### Select a Grade, Course Group, Course to Find a Unit

Grade:  Course Group:  Course:

### Matching Units

No Units found.

Email: [modelcurriculum@dese.mo.gov](mailto:modelcurriculum@dese.mo.gov)

Version: version 1.0.0.0

Current User:

"Missouri public schools: the best choice. . .the best results!"

[Accessibility](#) | [Privacy Policy](#) | [MO.gov](#) | [Governor Jay Nixon](#) | [State Agencies](#) | [Online Services](#)

# Model Curriculum

<https://k12apps.dese.mo.gov/webapps/ModelCurriculum/findunit.aspx>



## Model Curriculum

[Model Curriculum Home](#)

### Find Model Curriculum Unit

[Provide Feedback](#)

© 2012 Missouri Department of Elementary and Secondary Education

Select Grade, Course Group, Course to Find a Unit

Grade:  Course Group:  Course:

#### Matching Units

Select	Grade	Course	Title
<a href="#">Select</a>	9-12	Algebra 1	Relationships Between Quantities
<a href="#">Select</a>	9-12	Algebra 1	Reasoning with Equations and Inequalities
<a href="#">Select</a>	9-12	Algebra 1	Sequences and Their Related Functions
<a href="#">Select</a>	9-12	Algebra 1	Solving Quadratic Equations 5
<a href="#">Select</a>	9-12	Algebra 1	Exponential Functions
<a href="#">Select</a>	9-12	Algebra 2	Radicals and Rationals
<a href="#">Select</a>	9-12	Algebra 2	Inferences and Conclusions from Data
<a href="#">Select</a>	9-12	Algebra 2	Polynomial Expressions and Functions
<a href="#">Select</a>	9-12	Algebra 2	Reasoning with Exponential and Logarithmic Functions
<a href="#">Select</a>	9-12	Algebra 2	Trigonometry
<a href="#">Select</a>	9-12	American History	Between the Wars
<a href="#">Select</a>	9-12	American History	Immigration
<a href="#">Select</a>	9-12	American History	Imperialism
<a href="#">Select</a>	9-12	American History	Industrialization
<a href="#">Select</a>	9-12	American History	Reconstruction

1 2 3 4 5 ←

Email: [modelcurriculum@dese.mo.gov](mailto:modelcurriculum@dese.mo.gov)

Version: version 1.0.0.0

Current User:

"Missouri public schools: the best choice. . .the best results!"

[Accessibility](#) | [Privacy Policy](#) | [MO.gov](#) | [Governor Jay Nixon](#) | [State Agencies](#) | [Online Services](#)

## Find a Model Curriculum Unit

[Provide Feedback](#)

© 2012 Missouri Department of Elementary and Secondary Education

### Unit Information

[Back](#)

Grade: 3 Title: Time is on the Line Course Code: Math

#### Unit Description:

In this unit students will read and write time to the nearest minute. They will add and subtract time intervals in minutes to solve elapsed time word problems and model their solutions using clock models and number lines.

#### Unit Timeline:

Not provided.

#### Essential Questions:

How is a clock like a number line?

How can an open number line help me measure time?

### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf](http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf).

Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

### Unit Materials

#### Select List of Unit Files

[Select](#) Unit Template\_Time is On the Line.docx

[Select](#) Unit Template\_Time is On the Line.pdf

[Select](#) Summative Assessment\_Scoring Key.pdf

[Select](#) Instructional Activity 1\_Over time recording sheet.pdf

[Select](#) Instructional Activity 2\_Elapsed time problem solving organizers.pdf

[Select](#) Instructional Activity 3\_Elapsed Time Word Problem Cards.pdf

[Select](#) Instructional Activity 4\_Time Sort Category Cards.pdf

### Unit Objectives and Crosswalk to Standards

# Elapsed Time

Name \_\_\_\_\_

1. Tracy's baby brother fell asleep at 1:15 p.m. He slept until 2:35 p.m. How long was his nap?

\_\_\_\_\_

Use the number line below to show how you got your answer.



2. Matt bought fish at the pet store at 5:30 p.m. They can only stay alive in the bag for 45 minutes. What is the latest time he can put them in his fish tank?

\_\_\_\_\_

Use the number line below to show how you got your answer.

# Elapsed Time

Name \_\_\_\_\_

4. What time does the clock show?



\_\_\_\_\_

## Elapsed Time Word Problem Cards

<p>Julie and her family went to the science museum. They left home at 7:30 a.m. and returned home at 3:20 p.m. How long were they gone?</p>	<p>Amy is trying out for cheerleader. Try outs are in 3 hours. It is 11:00 a.m. now. What time will try outs start?</p>
<p>Bob is late for football practice. Practice started at 3:40 p.m. He arrived at 4:05 p.m. How late was he?</p>	<p>Barry is going to a play in the city. He needs to get there at 6:45 p.m. to get a good seat. It takes 2 hours and 30 minutes to get to the theater in the city. What time does he need to leave to get there on time?</p>
<p>It's 5:00 p.m. The movie starts in 1 hour and 20 minutes. What time does the movie begin?</p>	<p>Krista's family went to Disneyworld. They left their hour at 6:00 a.m. to catch their plane. They arrived in Florida at 8:50 a.m. How long did they travel?</p>
<p>Cody woke up at 7:15 a.m. on his birthday. He has friends coming over to celebrate at 4:30 p.m. How long does he have to wait for his party to begin?</p>	<p>Kathy is painting the porch. She started painting at 9:15 a.m. It takes the paint 45 minutes to dry. When will the paint be dry?</p>
<p>Matthew got home from school at 3:25 p.m. His mom told him that he could play video games for 45 minutes before they have to leave to go to the</p>	<p>Tracy stood in line for 30 minutes to get on a ride at Six Flags. It was 11:05 a.m. when she finally got on the ride. What time did she get in line?</p>

## Elapsed Time Problem Solving Organizer

Beginning & Ending Time Known		Beginning Time & Time Passed Known		Ending Time & Time Passes Known	
Place time problem here		Place time problem here		Place time problem here	
What is the beginning time?	What is the ending time?	What is the beginning time?	How much time has passed?	What is the ending time?	How much time has passed?
Use the open number line to model your solution		Use the open number line to model your solution		Use the open number line to model your solution	
					
How much time passed? Explain your solution below		What was the ending time? Explain your solution below		What was the beginning time? Explain your solution	

# Diverse Learner Amplification

Core Content Knowledge:	Academic Language Demands:
<ul style="list-style-type: none"> <li>• read time on analog and digital clock</li> <li>• count by 1,5,15</li> <li>• add and subtract using a number line</li> <li>• model thinking</li> <li>• use measurement tools strategically</li> <li>• demonstrate knowledge of elapsed time</li> <li>• solve story problems</li> <li>• produce story problems</li> <li>• identify key ideas and details in story problems</li> </ul>	<p><b>Discourse Level</b></p> <ul style="list-style-type: none"> <li>• narrative text structure (story problems)</li> <li>• hypertext structure</li> </ul> <p><b>Sentence Level</b></p> <ul style="list-style-type: none"> <li>• tense – past tense / present tense</li> <li>• pronoun - subject / object</li> <li>• pronoun - possessive</li> <li>• pronoun - antecedent agreement</li> </ul> <p><b>Word Level</b></p> <ul style="list-style-type: none"> <li>• <b>time words</b> (a.m., p.m., hour, minute, second, day)</li> <li>• <b>clock words</b> (digital, analog, clock face, hour hand, minute hand, second hand)</li> <li>• <b>telling time words</b> (o'clock, on the dot, quarter past, half past, quarter till, at what time, what time..., etc.)</li> <li>• <b>elapsed time words</b> (how long, before, after, begin, start, end, finish, leave, went to, returned, now, late for, to get to, takes, an hour ago, wait, from, until)</li> <li>• <b>math process words</b> (add, subtract, model, solve/solution, number line, measure, tools, interval, tick, story problem, count, sort, unknown)</li> <li>• <b>personal/possessive pronouns</b> (I, we, you, he, she, it, us, they, mine, ours, your, his, her)</li> </ul>

# Diverse Learner Amplification

Content Target:	Language Target:
Students will add and subtract time intervals in minutes to solve elapsed time word problems and model their solutions using clock models and number lines.	Students will write and model how to solve elapsed time story problems.
Content Objectives:	Language Objectives:
1. Students will tell and write time to the nearest minute.	<ol style="list-style-type: none"> <li>1. Students will discuss how a ruler or measuring tape is like a clock, the difference between a.m. and p.m., and why we use 1, 5, 15 and 60 minute intervals when reading analog time using time, clock, and time telling words.</li> <li>2. Students will follow directions to create a clock from a rope and index cards, and change the clock into a number line.</li> <li>3. Students will state and write current, elapsed, and new time.</li> </ol>
2. Students will model and solve word problems involving elapsed time.	<ol style="list-style-type: none"> <li>1. Students will read and sort elapsed story problems into categories (time passed unknown, ending time unknown, beginning time unknown) using key elapsed time words.</li> <li>2. Students will write elapsed time story problems using famous characters correct tenses and pronouns.</li> </ol>

# Smarter Balanced Practice Test

## Common Fraction

5

An equation is shown.

$$\frac{2}{3} \times \frac{\square}{\square} = n$$

Sarah claims that for any fraction multiplied by  $\frac{2}{3}$ ,  $n$  will always be less than  $\frac{2}{3}$ .

- A. Drag one number into each box to complete an equation that supports Sarah's claim.
- B. Drag one number into each box to complete an equation that does not support Sarah's claim.

1  
2  
3  
4  
5  
6  
7  
8  
9

Delete

**A. Supports Sarah's Claim**

$$\frac{2}{3} \times \frac{\square}{\square} = n$$

**B. Does not support Sarah's Claim**

$$\frac{2}{3} \times \frac{\square}{\square} = n$$

# Contact Us

[www.dese.mo.gov](http://www.dese.mo.gov)

Email: [communications@dese.mo.gov](mailto:communications@dese.mo.gov)

Phone: 573-751-3469



The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).