

Career and College Readiness

Standards, Assessment, and Curriculum



Common Core State Standards

- Adopted by Michigan in June 2010
- SBAC assessments scheduled for implementation in Spring 2015



Common Core State Standards

- State-led effort to create a common core of academic standards in K-12 English/language arts and mathematics
- Based on research and evidence, internationally benchmarked, aligned with college and workforce expectations
- Nearly 50 states have adopted the CCSS



Common Core State Standards

What are standards?

- “Standards are high points, finish lines, not complete specs for curriculum”
- “The CCSS standards were deliberately designed as a platform for the development of curricula and assessment”.

(Phil Daro, CCSS-M Writer, 2011 NCSM Presentation)



Math Standards

- Key Characteristics
 - Mathematical Practices
 - Greater focus and greater coherence
 - Progressions of big ideas that span several grades
- See crosswalk documents for content shifts

ELA Standards

- Key Characteristics
 - Building knowledge through content-rich informational text
 - Reading, writing & speaking grounded in evidence
 - Regular practice with complex text
- See crosswalk documents for specific content shifts

Remember...

- Michigan Merit Curriculum is still law
- CCSS replace High School Content Expectations and Grade Level Content Expectations for **mathematics** and **ELA only**
- Course descriptions for Math and ELA have been updated with CCSS language

Assessment

- Michigan belongs to 2 assessment consortia:
 - SMARTER Balanced Assessment Consortium
 - Summative assessments for K-12 **general education** students
 - Dynamic Learning Maps
 - Summative assessments for students with **significant cognitive disabilities**



Assessment

- OEII/BAA memo regarding MEAP/MME

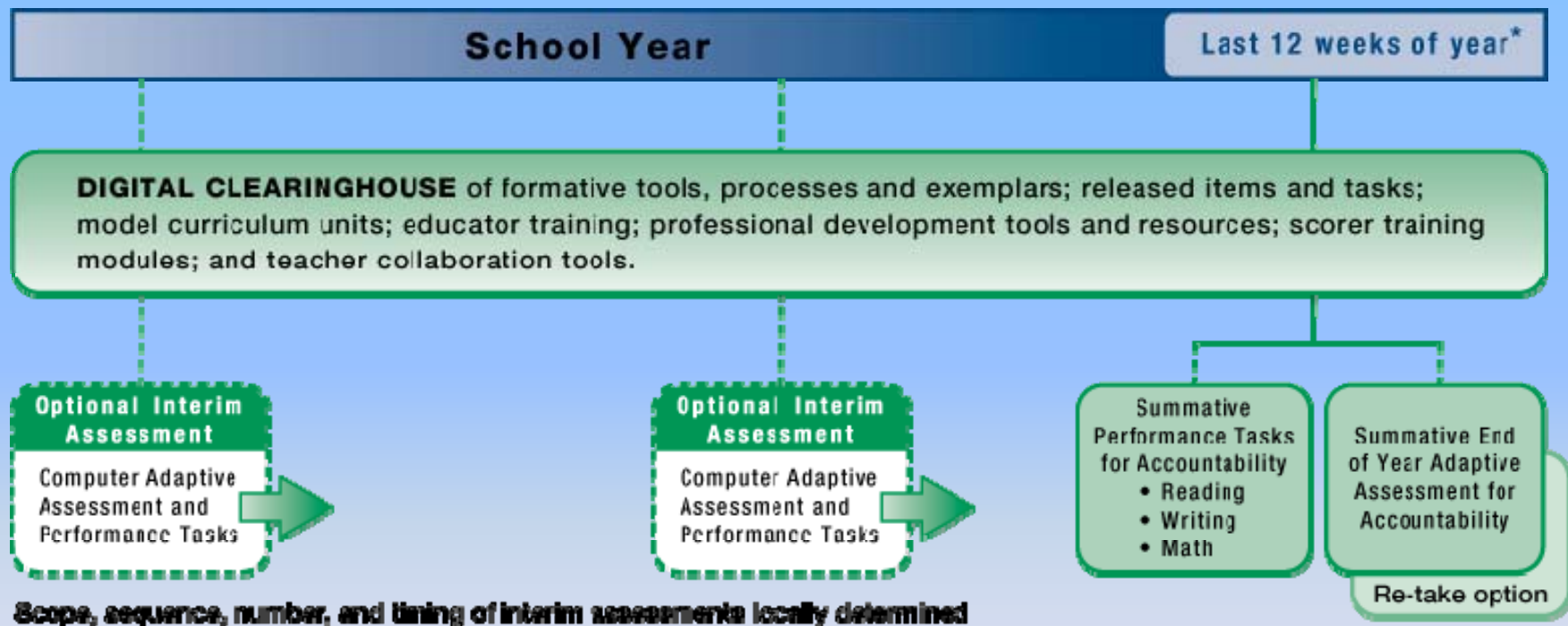
Starting with the 2012 MEAP, “crosswalk documents will be used to assure that items that were based on the GLCE and the HSCE, but do not align to the new standards, are no longer included in Michigan’s assessment programs. Care will be taken when building these assessments to assure students who are being taught the new standards will not be penalized on their MEAP or MME.”

MEAP

- Fall 2012 – MEAP in Math, ELA, Science and SS
- Fall 2013 - MEAP in Math, ELA, Science and SS
- Fall 2014 - *MEAP in Math, ELA, Science and SS??*
- Spring 2015 – SBAC Math and ELA
 - *MEAP other subjects?*
- Fall 2015 - *MEAP in Science and SS???*

A Balanced Assessment System

English Language Arts and Mathematics, Grades 3–8 and High School



* Last 12 weeks may be adjusted based on results from the research agenda and local implementation decisions.

Some Major Features

- Online, rapid turnaround of results
- Computer adaptive summative and interim assessments
- Teacher involvement in item development, item review, and test scoring
- Item types
 - Multiple Choice
 - Short Constructed Response
 - Extended Constructed Response
 - Technology Enhanced
 - Performance Tasks

Curriculum

- The work we do in the classroom everyday
 - Includes materials, tasks or activities, and instruction
- Guided by standards

Curriculum

- As you watch this [video](#), identify instructional considerations that have systemic and/or cross-content implications.

MDE Definition of Career & College Ready

Career- and College- Ready (CCR) means that a high school graduate has the core foundational knowledge and skills necessary to succeed in workforce training, certification programs, and entry-level, credit-bearing academic college courses that provide preparation for careers leading to a self-sustaining wage, pathways to advancement, and competitiveness in the global economy



Career and College Readiness

- New Cut Scores
 - Are intended to provide a measure of career and college readiness
 - Will be applied for the first time to the fall 2011 MEAP administration
 - MDE Cut Score FAQ's

**Characteristics of Career and College Ready Students
Supporting Anchor Standards and Practices**

CCSS ELA/Literacy Anchor Standards¹	NRC Science and Engineering Practices	CCSS Mathematics Practices
Technology and Tools		
<ul style="list-style-type: none"> Integrate and evaluate content presented in diverse formats and media (R.7) Use digital media and visual displays of data to express information (SL.5); produce and publish writing, interact and collaborate with others (W.6); and gather relevant information from multiple sources. (W.8) 	<ul style="list-style-type: none"> Use mathematics, information and computer technology, and computational thinking Develop and use models 	<ul style="list-style-type: none"> Use appropriate tools strategically Model with mathematics
Argument and Reasoning		
<ul style="list-style-type: none"> Evaluate argument and claims in a text (R.8), speech (SL.3); or write arguments to support claims (W.1) Draw evidence from literary and informational texts to support analysis, reflection, and research (W.9) Present information, findings, and supporting evidence (SL.4) 	<ul style="list-style-type: none"> Engage in argument from evidence Analyze and interpret data 	<ul style="list-style-type: none"> Construct viable arguments and critique the reasoning of others Reason abstractly and quantitatively
Communication and Collaboration		
<ul style="list-style-type: none"> Effectively converse and collaborate with diverse partners (SL.1) Use language to comprehend more fully when reading or listening (L.3) Produce clear and coherent writing (W.4) 	<ul style="list-style-type: none"> Obtain, evaluate, and communicate information 	<ul style="list-style-type: none"> Attend to precision
Problem Solving		
<ul style="list-style-type: none"> Integrate multiple sources of information in order to make informed decisions and solve problems (SL.2) Conduct research projects (W.7) 	<ul style="list-style-type: none"> Ask questions (science) and define problems (engineering) Plan and carry out investigations Construct explanations (science) and design solutions (engineering) 	<ul style="list-style-type: none"> Make sense of problems and persevere in solving them. Look for and make sense of structure. Look for and express regularity in repeated reasoning

- **Career and College Ready Students:**

- Use **technology and tools** strategically in learning and communicating
- Use **argument and reasoning** to do research, construct arguments, and critique the reasoning of others
 - **Communicate and collaborate** effectively with a variety of audiences
 - **Solve problems**, construct explanations and design solutions

Proposed Assessment of ELA

(a/o Round 2 – released 9/20/11)

Reading

"Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts."

Writing

"Students can produce effective writing for a range of purposes and audiences."

Speaking/Listening

"Students can employ effective speaking and listening skills for a range of purposes and audiences."

Research/Inquiry

"Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information."

Language Use

"Students can skillfully use and interpret written language across a range of literacy tasks."



Proposed Assessment for Mathematics

(a/o Round 1 – released 8/29/11)

Concepts and Procedures

“Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.”

Problem Solving

“Students can frame and solve a range of complex problems in pure and applied mathematics.”

Communicating Reasoning

“Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

Data Analysis and Modeling

“Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.”

- Listen to these Michigan teachers discuss the impact of instruction based on rich tasks on students ability to problem solve and learn mathematics.

[Algebra for All](#)

Connecting the Dots – Preparing All Students to Be Career and College Ready

Multi-Tiered System of Support	School Improvement Framework Standards and Questions				
Essential Elements	Classroom	School/District	MDE Support		
<ol style="list-style-type: none"> 1. <i>Implement effective instruction for all learners</i> 2. <i>Intervene early</i> 3. <i>Provide a multi-tiered model of instruction and intervention</i> 4. <i>Utilize a collaborative problem solving model</i> 5. <i>Assure a research-based Core Curriculum (aligned with Michigan's state standards)</i> 6. <i>Implement research/evidence-based, scientifically validated, instruction/interventions</i> 7. <i>Monitor student progress to inform instruction</i> 8. <i>Use data to make instructional decisions</i> 9. <i>Use assessments for three purposes: universal screening, diagnostics, and progress monitoring</i> 10. <i>Implement with fidelity</i> 11. <i>Engage parents and community</i> 	Strand 1: Teaching for Learning	Standard 1: Curriculum			
		Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.			
		<ul style="list-style-type: none"> • <i>How is the curriculum design modified/differentiated to support the needs of all students?</i> • <i>In what ways is the curriculum clear, concise, and discussed by staff?</i> 	<ul style="list-style-type: none"> • <i>How does the school curriculum align with, and reference Michigan's standards?</i> • <i>How does the school curriculum align with, and reference, the benchmarks and Content Expectations for English Language Arts, Mathematics, Science, Social Studies, ...?</i> 	<p><i>Crosswalk documents</i></p> <p><i>CTE alignment</i></p> <p><i>MORE Portal</i></p> <p><i>Milit Plan</i></p>	
		Standard 2: Instruction			
		Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.			
		<ul style="list-style-type: none"> • <i>How are the planned instructional processes and practices appropriate for the levels and needs of all students?</i> • <i>In what ways is the curriculum clear, concise, and discussed by staff?</i> • <i>How is instruction differentiated to meet the needs of individual learners?</i> 	<ul style="list-style-type: none"> • <i>How are classroom lessons aligned to the school's/district's written curriculum?</i> • <i>How is research-based instruction practice being used across the curriculum?</i> • <i>How does staff integrate technology into curriculum instruction and assessment?</i> 	<p><i>MAISA Instructional Units</i></p> <p><i>"Connecting the Dots" SIP academic goals project</i></p> <p><i>MOPLS</i></p> <p><i>Teaching for Learning Framework</i></p>	
		Standard 3: Assessment			
		Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.			
		<ul style="list-style-type: none"> • <i>How are assessments aligned with the curricula and instruction (written and enacted)?</i> • <i>How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.)?</i> • <i>How is data used to determine/improve student learning?</i> 	<ul style="list-style-type: none"> • <i>How are students enrolled in Prekindergarten through 12th grade assessed?</i> • <i>In what ways are assessment results used to identify needs and assist students?</i> 	<p><i>Michigan Assessment Consortium (MAC)</i></p> <p><i>Smarter Balanced Assessment Consortium (SBAC)</i></p> <p><i>Dynamic Learning Maps (DLM)</i></p>	

Academic Goals Project

- Focus on high leverage instructional strategies and activities supporting the transition to the Common Core State Standards and the new assessments.
- Project includes models of academic goals required by school improvement process



Mathematics Content

Michigan

Percentage of Overall Mathematics Instructional Time

Coarse Grain Alignment: 0.67

Administration Year: 2011

Administration Year: 2011

Viewing: CCSS Gr. 6_8 Data

Viewing: State Data - Michigan

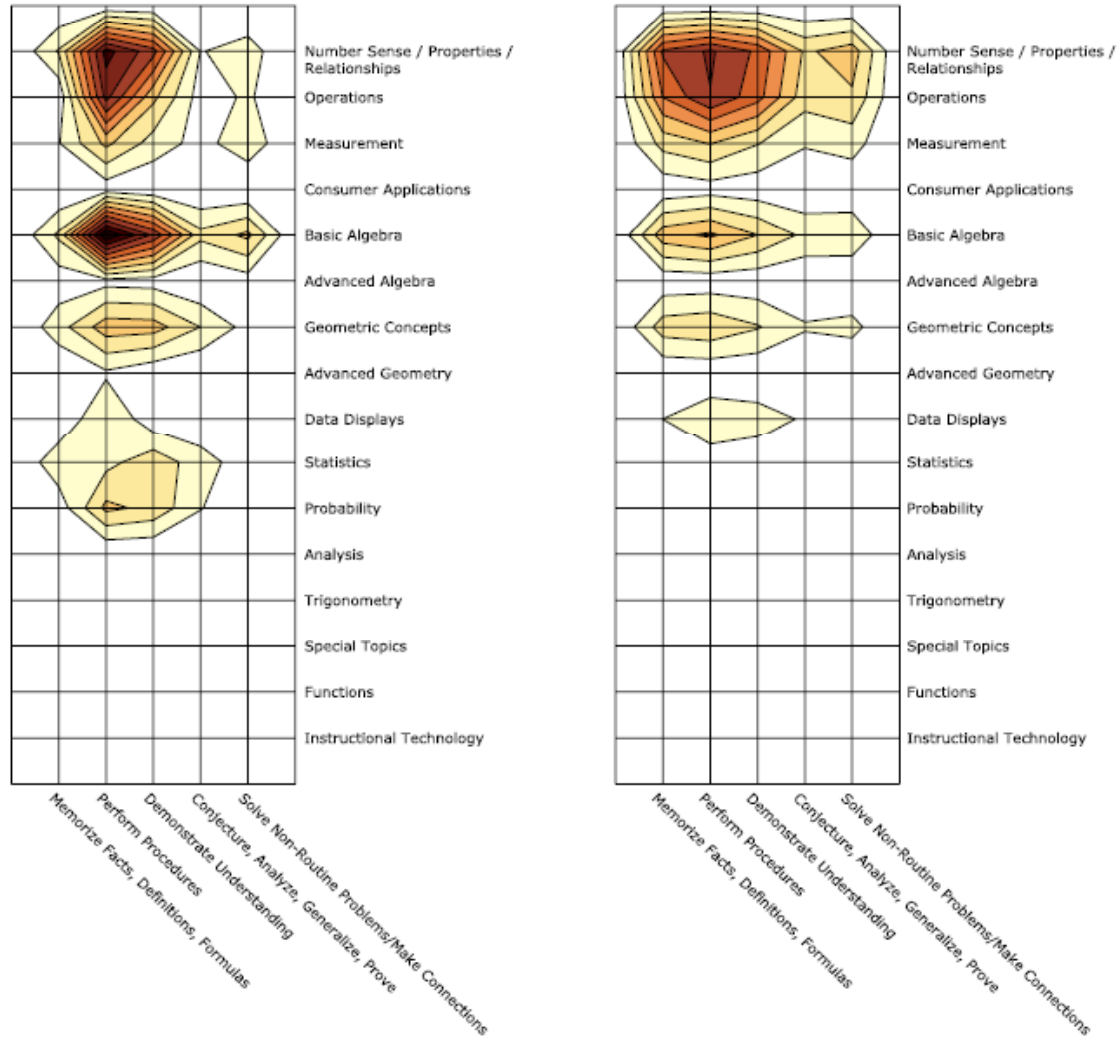
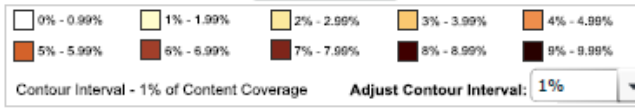
Data Cut: All Data

Data Cut: Middle School Math

Count: 1

Count: 58

Update Maps



4/3/2012





Mathematics Content

Basic Algebra

Michigan

Percentage of Overall Mathematics Instructional Time

Alignment re-centered: 0.57

Administration Year: 2011

Administration Year: 2011

Viewing: CCSS Gr. 6_8 Data

Viewing: State Data - Michigan

Data Cut: All Data

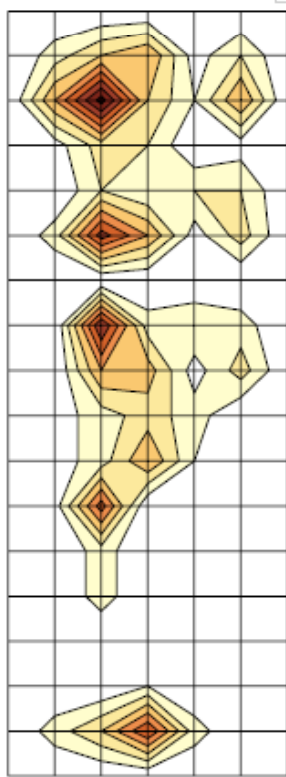
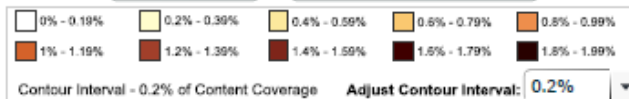
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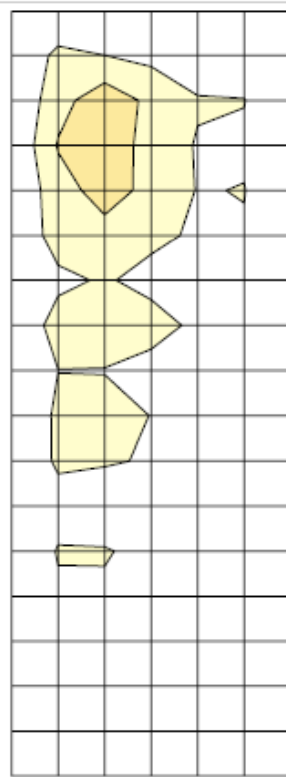
Update Maps

Return to Coarse Grain



Absolute value
 Use of variables
 Evaluation of formulas, expressions, and equations
 One-step equations
 Coordinate Planes
 Patterns
 Multi-step equations
 Inequalities
 Linear and non-linear relations
 Rate of change/slope/line
 Operations on polynomials
 Factoring
 Square_roots and radicals
 Operations on radicals
 Rational expressions
 Multiple representations

Memorize Facts, Definitions, Formulas
 Perform Procedures
 Demonstrate Understanding
 Conjecture, Analyze, Generalize, Prove
 Solve Non-routine Problems/Make Connections



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Regional Meetings

- Focus on high leverage strategies and activities supporting the transition to the Common Core State Standards and the new assessments.
- Intended audience is administrators, curriculum directors, school improvement facilitators, coaches and other instructional leaders

Regional Meetings

Dates and locations

- 4/10 – Saginaw
- 4/13 – Traverse City
- 4/16 – Grand Rapids
- 4/26 – Ypsilanti
- 5/15 – Marquette

Next Steps

- Webinars with MEA and AFT
- Other professional learning opportunities to be announced
- Career and College Ready Portal

More information

Common Core State Standards and assessments

Website:

- www.michigan.gov/mde >hot topics >
Common core state standards

Email

- CareerandCollege@michigan.gov



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