



Tests and Assessments

To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it. Formative assessments provide feedback to students and teachers during the teaching and learning process. Formative assessments include teacher questioning, discussions, learning activities, conferences, interviews and student reflections. Based on feedback from these activities, teachers might change their instruction in mid-course.

In addition to formative assessments, teachers will give benchmark tests throughout the year to make sure students are on track. An end-of-grade or end-of-course test to measure progress for that school year might also be used by the teacher. In addition, Michigan signed on as a governing state with the SMARTER Balanced Assessment Consortium (SBAC) to develop a series of formative, interim, and summative assessments based on the CCSS. The new summative assessments will replace the MEAP and MME in the spring of 2015. Eventually these summative assessments will be offered online.

Parent Resources

Students, parents and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Michigan School Report Cards report school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.

For more information on how you can support your child's education, visit these Web sites:

Common Core State Standards
corestandards.org

Graduation requirements
www.misd.net/HSGraduation/

Parent Guides by the National PTA
www.pta.org/common_core_state_standards.asp

Smarter Balanced Assessment Consortium
www.smarterbalanced.org/parents-students/

Contact

See your child's teacher or principal for additional information on the Common Core State Standards.



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**Macomb Intermediate
School District**

Putting It Together

With

Common Core State Standards

*Introducing Michigan's
Career and College Readiness
Common Core State Standards*

High School Grades 9–12

In June 2010, The Michigan State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Career and College Ready Common Core State Standards (CCSS). 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.

We all want our children to succeed in learning. These standards lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. And what do students really need to know in this competitive, 21st century, global economy?



What are the Common Core State Standards?

Standards are a list of expectations that help teachers make sure their students have the skills and knowledge they need at each grade level from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.

These are high standards based on research, comparisons with other countries, and input from teachers, school administrators, parents, college entrance test developers, policymakers and business leaders.

These standards offer consistent expectations for student learning across much of the nation. Forty-seven states and the District of Columbia have adopted these standards. Currently, school educators are making a transition to the Common Core State Standards with full implementation expected in the 2014–2015 school year. Each school may have a different timeline for their school to use the new standards.



Now What?

Between now and the 2014–2015 school year, educators will begin to implement the new standards. The MISD has already begun training teachers and administrators about these new standards. Teachers will be preparing their lessons with the new standards in mind and working with the students to help them achieve expectations. Students will be learning based on *new standards*, however, changes will be made gradually. Teachers will be working to make sure students are prepared for the next grade level, including new standards when appropriate.

In addition to moving to Common Core State Standards in reading, writing and math, the Michigan Department of Education has begun to revise K–12 standards and assessments in other academic subjects such as science and social studies.

Remember: not all districts will begin using the new standards at the same time. New tests will be in place in 2014–15 so there is time to plan for changes.

English Language Arts

The Common Core State Standards set goals for student mastery in English language arts. The study of English language arts includes reading, writing, speaking, listening and vocabulary. English language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects. Vocabulary words such as *lava*, *carburetor*, *legislature*, *circumference* and *aorta* are just a few examples of how language arts expectations can have an impact on a variety of academic subjects.

The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades 9–12.

Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.

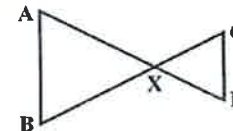
Grade Levels	Example book	Type of reading
9–10	<i>The Odyssey</i> by Homer	literature
9–10	<i>The Story of Science: Newton at the Center</i> by Joy Hakim	informational
11–12	<i>Pride and Prejudice</i> by Jane Austen	literature
11–12	<i>1776</i> by David McCullough	informational

English language arts standards include expectations for students to develop their writing. Most of today's middle and high school students focus on narrative writing. Writing about opinions, beliefs and personal experiences is narrative writing. In college or the workplace, however, most writing focuses on informing and explaining. So, the new standards emphasize writing to inform and explain. The new standards also focus on writing arguments to support claims.

Math

High school math standards address number and quantity, algebra, functions, modeling, geometry, and statistics and probability. The standards guide students to develop in their mathematical understanding and ability. Students will be asked to apply math to new situations just as college students and employees regularly do.

In the picture given below, line segments AD and BC intersect at X. Line segments AB and CD are drawn, forming two triangles AXB and CXD.



In each part (a)–(d) below, some additional assumptions about the picture are given. In each problem, determine whether the given assumptions are enough to prove that the two triangles are similar, and if so, what the correct correspondence of vertices is. If the two triangles must be similar, prove this result by describing a sequence of similarity transformations that maps one triangle to the other. If not, explain why not.

1. The lengths AX and XD satisfy the equation $2AX=3XD$.
2. The lengths AX, BX, CX, and DX satisfy the equation $AX/BX=DX/CX$.
3. Lines AB and CD are parallel.
4. Angle XAB is congruent to angle XCD.

Adapted from the Illustrative Mathematics Project.