



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.



**Macomb Intermediate
School District**

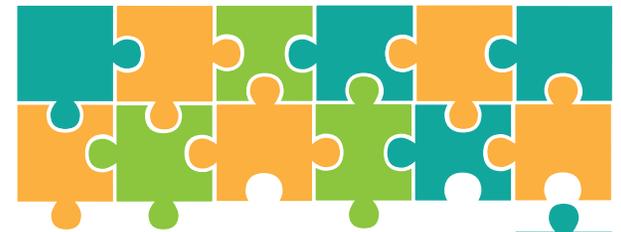
44001 Garfield Road
Clinton Township, MI 48038
586.228.3300

www.misd.net

Board of Education

John A. Bozymowski, *President*
Max D. McCullough, *Vice President*
Charles C. Milonas, D.D.S., *Treasurer*
Theresa J. Genest, *Secretary*
Edward V. Farley, *Trustee*

Michael R. DeVault, *Superintendent*
Dr. Judith Pritchett, *Chief Academic Officer*



**Macomb Intermediate
School District**

Putting It Together

With

Common Core State Standards

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

Elementary Grades K–5

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.

Language Arts

The Common Core State Standards set goals for student mastery in language arts. The study of language arts includes reading, writing, speaking, listening and vocabulary. Language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects. The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Informational texts include literary nonfiction and historical, scientific and technical 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 K–5.

Grade Levels	Example book	Type of reading
K–1	<i>Are You My Mother?</i> by P.D. Eastman	literature
K–1	<i>My Five Senses</i> by Alike	informational
2–3	<i>Henry and Mudge: The First Book of Their Adventures</i> by Cynthia Rylant	literature
2–3	<i>From Seed to Plant</i> by Gail Gibbons	informational
4–5	<i>Tuck Everlasting</i> by Natalie Babbitt	literature
4–5	<i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger	informational

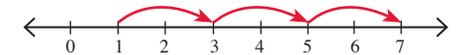
Mathematics

The math standards emphasize that every student can be good in math. The standards set good math habits and strategies as top priorities for students in each grade. Some of those good math practices are active problem solving, persistence, precision, use of solid procedures, and checking to see if the answer makes sense.

The standards are designed to get students used to the idea of paying close attention to pattern and structure in problems. For instance, young students might notice the pattern and structure shown below.

Write your own definition of odd numbers using the following models:

Number Line



Cubes



Math standards for grades K–5 are structured so that students get a solid foundation in arithmetic. The standards allow for the time it takes teachers to teach core concepts and procedures and the time it takes students to really master them.