How the Grade-Level Expectations Impact Early Childhood Education

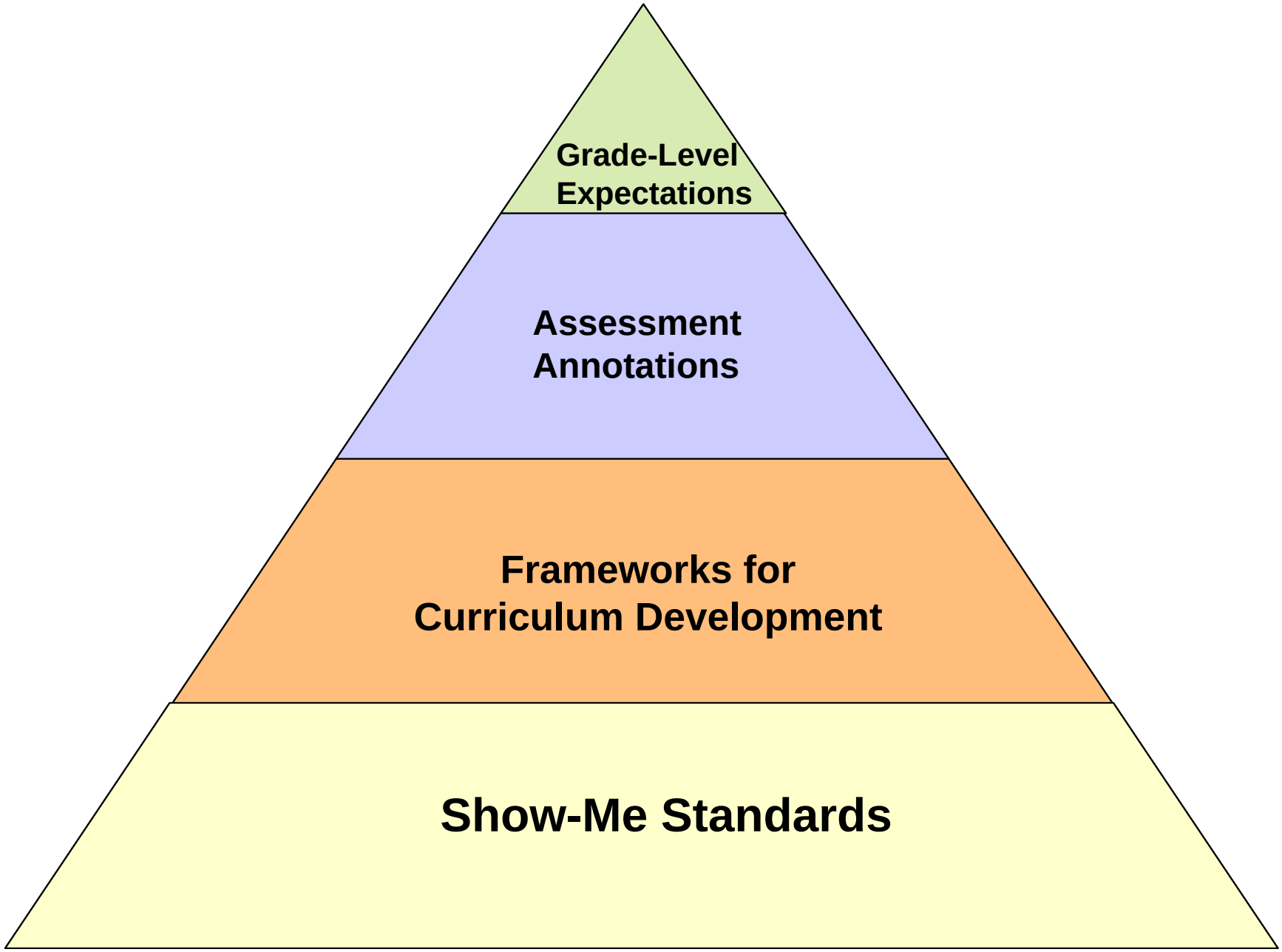
Schattgen/DESE/March 2004

Questions we will address . . .

- What are the Grade-Level Expectations?
- How do the Grade-Level Expectations relate to the Pre-K Standards?
- How will early childhood education be impacted by the Grade-Level Expectations, the forthcoming model curricula, and expansion of the MAP?

Grade-Level Expectations

- We have developed "Grade-Level Expectations" for mathematics, communication arts, science, and social studies. K-12 educators may adopt, adapt, or (gasp!) ignore the GLEs.
- These Expectations will form the foundation—the "measurable learner objectives"—for the model curriculum.



Schattgen/DESE/March 2004

Grade-Level Expectations

- Aligned to Show-Me Standards (Content and Process)
- Vertically aligned (within discipline) from one grade to next
- Derived from discipline's "big ideas/concepts"
- Informed by national standards, state documents, local guides
- Developed through inclusive process that involved over one thousand Missouri educators

Reading Draft 1-15-03

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	GRADE K	GRADE 1	GRADE 2
A Text Features	Locate and apply information in title, pictures and names of author and illustrator, with assistance	Locate and apply information in title, pictures and names of author and illustrator	Locate and apply specific information in title, pictures and table of contents
ST	**CA 2, 3 1.5, 1.6**	**CA 2, 3 1.5, 1.6**	**CA 2, 3 1.5, 1.6**
FR	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4	I 1b, g, 2g, K-4
B Literary Devices	Respond to **rhythm**, **rhyme** and **alliteration** in oral reading of poetry and prose	Read and respond to rhythm, rhyme and alliteration in poetry and prose	Identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance
ST	**CA 2 1.5, 1.6**	**CA 2 1.5, 1.6**	**CA 2 1.5, 1.6**
FR	I 1i, 5e, K-4	I 1i, 5e, K-4	I 1i, 5e, K-4

Mathematics Algebraic Relationships

1. Understand patterns, relations and functions				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
A **Recognize and extend patterns**	recognize or repeat sequences of sounds or shapes	extend patterns of sound, shape, motion or a simple numeric pattern	describe and extend simple numeric patterns and change from one representation to another	extend geometric (shapes) and numeric patterns to find the next term
ST	**MA 4 1.6**	**MA 4 1.6**	**MA 4 1.6**	**MA 4 1.6**
FR	**VIII.a**	**VIII.a**	**VIII.1.b**	**VIII.a**
B **Create and analyze patterns**	create and continue patterns	describe how simple repeating patterns are generated	describe how simple growing patterns are generated	represent patterns using words, tables or graphs
ST		**MA 4 1.6, 3.5**	**MA 4 1.6, 3.5**	**MA 4 3.6**
FR		**VIII.a**	**VIII.a**	**VIII.3.a**

Pre-K Standards

- Descriptions of what most children should know and be able to do by kindergarten entry
- Framework for communicating a shared set of expectations for preschool children
- Informed by guiding principles, theory, research
- Written by representatives of various facets of early childhood education
- Lead to attainment of the Show-Me Standards

GLEs

- Communication Arts
- Mathematics
- Science
- Social Studies

Pre-K Standards

- Literacy
- Mathematics
- Science
- Social/Emotional Development
- Physical Development, Health & Safety

GLEs

- Referenced to Show-Me Standards
- Incorporate content as well as process
- Aligned with Missouri Assessment Program

Pre-K Standards

- Lead to attainment of Show-Me Standards
- Incorporate content as well as process
- Aligned with School Entry Profile

GLEs

- Strand
- Big Idea
- Concept
- GLE (i.e., Measurable Learner Outcome)
- Example/Elaboration

Pre-K Standards

- Domain
- Content Component
- Process Standard
- Indicator
- Example

Symbolic Development

Represents feelings and ideas in a variety of ways

Indicator	Examples
1. Represents feelings and ideas through pretend play.	**The child** • pretends to be a firefighter, doctor, mother, father, etc. • cooperates during play with others (e.g. children work together to build a castle with blocks). • creates play themes with others (e.g. "I'll be the mommy, you are the baby and we will go shopping."). • attaches emotion to pretend play.
2. Represents feelings and ideas through movement.	**The child** • pretends to move, run, jump, crawl, hop, skate, etc. like an elephant, airplane, dancer, bird, etc. • expresses his/her feelings through movement (e.g. jumps with excitement, stomping feet in frustration).
3. Represents feelings and ideas through music.	**The child** • responds to different kinds of music (e.g. marches to music, relaxes to soft music). • joins in singing favorite songs, saying rhymes, finger plays, etc. • creates music and songs (e.g. changes words to familiar tune, plays pretend instruments).
4. Represents feelings and ideas through art and construction.	**The child** • draws or paints pictures and tells others about his/her pictures. • builds with blocks, Lego's, tinker toys, etc. and says, "I made a castle." • responds to others when asked to tell about a construction or a drawing.

Uses language to represent number of objects.

Indicator	Examples
1. Uses language to compare number (e.g., more/less, greater/fewer, equal to).	**The child** • looks at his or her own and another child's blocks and determines who has more blocks. • compares raisins with a friend's and decides they have the same amount. asks, "How many more do you have?"
2. Combines and names how many.	**The child** • puts the red, yellow and blue crayons together and counts how many crayons there are. • recognizes that three cars and two trucks is a total of five vehicles.
3. Separates and names how many.	**The child** • participates in finger plays, songs or stories such as "Five Little Monkeys" or "Five Little Ducks" that use backward counting. • plays with a plastic ball and bowling pins and can tell how many fell down and how many are left standing.
4. Explores everyday fractions.	**The child** • says (although not always accurately), "I have a whole orange," or "I have half an apple."

Questions you should ask about articulation from Pre-K to K . . .

- How well is your preschool curriculum aligned to the Pre-K Standards?
- How well is your K-12 curriculum aligned to the GLEs?
- What step(s) must you take to ensure alignment and articulation Pre-K—12?
- How will you support communication between Pre-K teachers and K—12 teachers?
- How effective is your Pre-K to K transition plan?

Tips for using the Pre-K Standards and GLEs

- Become familiar with Pre-K Standards and GLEs (components, hierarchies)
- Take inventory of existing objectives, comparing them to Pre-K Standards/GLEs
- Consider placement of objectives, relative to Pre-K Standards/GLEs
- Group (“cluster”) Pre-K Standards/GLEs; avoid focusing on a single one in isolation

Grade-Level Expectations are on the Web at…

www.dese.mo.gov/divimprove/curriculum/index.html

Pre-K Standards are on the Web at…

www.dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards.html

Grade-Level Expectations: DESE's Next Steps

- Support
  - Workshops
  - Glossaries (available soon), Practice Tests (available in 2005), Clarifications/Elaborations (available in 2004)
  - Model curricula for K-12
- Test Refinement
  - Math--grades 4, 8, 10
  - Communication Arts--grades 3, 7, 11
- Test Construction
  - Math--grades 3, 5, 6, 7
  - Communication Arts--grades 4, 5, 6, 8

Coming soon . . . model curricula for K-12!

- Missouri educators are writing K-12 curriculum, initially for communication arts and mathematics
- Offered as models; districts may adopt, adapt, use parts of, learn from, or ignore
- Will include summative and formative (including teacher questions) assessments, teaching strategies/activities, resources, etc.

Model curricula for K-12. . .

- We will share drafts of CA model curriculum via Web, starting in late spring 2004. We intend to complete CA model by late summer 2005.
- We will begin work on MA model curriculum in spring 2004. We intend to complete MA model by winter 2006.

Missouri already has a framework for curriculum and assessment for early childhood education . . .

PROJECT CONSTRUCT

What's Ahead for MAP?

- Grade-level tests (3-8 and high school) in CA and MA starting in spring 2006
- Grade-span tests (elementary, middle- and high-school) in SC starting in spring 2008 (if not before). Grade placement of the SC tests is not yet determined!

What do these curriculum and assessment initiatives mean for early childhood educators?

- How do we ensure that all children are ready for school and that school is ready for them?
- What are your worries/concerns?
- How should DESE respond? How can we better support your work?

For more information . . .

- Call the Curriculum and Assessment Staff at 800/845-3545 or 573/751-2625, or e-mail us.
- Visit our Web sites:

http://www.dese.mo.gov/divimprove/curriculum

http://www.dese.mo.gov/divimprove/assessment