

Overview to the Revised Format of the Wisconsin Model Academic Standards: English Language Arts and Mathematics

This document provides an orientation to the revisions proposed for the Wisconsin Model Academic Standards (WMAS) in English language arts (ELA) and mathematics.

Recommendations for revision of Wisconsin’s standards from the review of the Wisconsin Model Academic Standards conducted by the American Diploma Project, the Partnership for 21st Century Skills, and the Standards Design Teams:

1. Provide consistent content and formatting in ELA and mathematics.
2. Vertically align the standards through explicit connections. The design team recommended this be accomplished by developing grade band standards (PK-2, 3-5, 6-8, and 9-12).
3. Identify “power” or “essential” standards for classroom instruction and assessment.
4. Infuse into the standards the skills of the framework of the Partnership for 21st Century Skills 21st and foster cross curricular connections among disciplines.
5. Write Wisconsin’s standards to support a comprehensive, varied, authentic, and meaningful system of accountability, suitable for use as meaningful indicators in formative assessment, performance-based assessment, student portfolios, and technology-enhanced assessment.
6. Coordinate the curriculum and rigor between high school and postsecondary coursework so that high school students know specifically what is required and how best to be prepared for postsecondary educational opportunities.
7. For mathematics, identify a next tier of content beyond the core body of mathematics that all students should acquire. This next tier of advanced or continuing study (represented with grey-shaded boxes in the high school mathematics standards) describes what is needed to bridge into college credit-bearing coursework in mathematics.

Format:

From these guiding principles, the standards writing teams developed this revised format :

English Language Arts	Mathematics
Standards (PK-12) <ul style="list-style-type: none"> • Listening, Reading, and Viewing (Receptive) • Speaking, Writing, and Visually Representing (Expressive) 	Standards (PK-12) <ul style="list-style-type: none"> • Concepts and Connections in Number and Algebra • Concepts and Connections in Geometry and Measurement • Concepts and Connections in Data Analysis and Probability
Focus Areas <ul style="list-style-type: none"> • PK-12 Focus Areas • Grade Band Focus Areas (Grades PK-2, 3-5, 6-8, 9-12) 	Focus Areas <ul style="list-style-type: none"> • Grade Band Focus Areas (Grades PK-2, 3-5, 6-8, 9-12)
Learning Continuum across each grade band, organized by Learning Priorities	Learning Continuum across each grade band, organized by Learning Priorities

Annotated Example of the Standards Format: *High School Example*

PK-12 Standard: Concepts and Connections in Data Analysis and Probability

[Overarching standard covering grades PK-12]

Grade Band Focus Area: #2 Develop, analyze, and justify inferences based on data.

[Descriptions of the essential knowledge and skill targeted for a specific grade band: PK-2, 3-5, 6-8, or high school grades]

Learning Priorities: [Elements to focus the content of the focus area]	Learning Continuum [Learning targets differentiated across the grade band, organized by Learning Priorities]			
	Stage 1	Stage 2	Stage 3	Stage 4
Counting Methods and Development of Probability Concepts	<ul style="list-style-type: none"> Use tables and counting trees to illustrate the number of outcomes in a random event. 	<ul style="list-style-type: none"> Use counting trees and the multiplication counting principle to determine the number of outcomes of random events. 	<ul style="list-style-type: none"> Use permutations and combinations to determine the number of outcomes for random events in real world contexts. 	<ul style="list-style-type: none"> Apply combinations and Pascal’s triangle to make binomial probability calculations in real world contexts.
	<ul style="list-style-type: none"> Compare relative frequencies from trials of random events to probability calculations based on counting tables and counting trees. 	<ul style="list-style-type: none"> Compare relative frequencies from trials of random events to probability calculations based on counting trees and the multiplication counting principle. 	<ul style="list-style-type: none"> Compare relative frequencies from trials of random events to probability calculations based on permutations and combinations. 	<ul style="list-style-type: none"> Compare relative frequencies from trials of random events to probability calculations based on binomial probabilities.

For Mathematics: In the chart of the PK-12 standards, the italicized words in parentheses under the heading show the natural connections within mathematics and also the link with the original standards (1997) from which specific elements came.

High School Example: Geometric Reasoning
 (*Geometry, Measurement, Number and Operations, and Algebra*)

Annotated Example of the Standards Format: English Language Arts

PK-12 Standard: *Students select and use various evolving technologies and strategies to **speak, write, and visually represent** multiple types of texts. In these texts, students will engage in critical, creative, and reflective thinking to achieve diverse purposes within local, national, and world communities.*

[Overarching standard covering grades PK-12]

PK-12 Focus Area: *Conduct inquiry by posing and solving problems*

[The PK-12 Focus Area broadly captures the essential knowledge and skill]

Grade Band Focus Area: *#1 Ask and answer questions of personal significance or of significance to local, national, and world communities*

[Descriptions of the essential knowledge and skill targeted for a specific grade band: PK-2, 3-5, 6-8, or high school grades]

Learning Priorities: [Elements to focus the content of the focus area]	Learning Continuum [Learning targets differentiated across the grade band, organized by Learning Priorities]	
	<i>Increasing Sophistication</i>	
Pose reasoned questions	Students generate open-ended questions (e.g., thematic) that are relevant to self and others	Pose informed, open-ended questions that strive to understand the complex relationships among text, self and world
Pose reasoned responses	Pose responses by examining provided and found texts, self and others	Pose responses from multiple viewpoints by researching, analyzing, and creating texts that explore relationships among texts, self and world