

**BOARD OF PUBLIC EDUCATION**  
**MEETING AGENDA**

September 8-9, 2011

Montana State Capitol  
Room 152  
Helena, MT

**September 8, 2011 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

**PUBLIC COMMENT**

**CONSENT AGENDA**

- A. Correspondence
- B. July 14-15, 2011 Minutes
- C. Financials
- D. Annual Agenda Calendar
- E. 2014-2015 Meeting Schedule

**ADOPT AGENDA**

**INFORMATION**

❖ **REPORTS – Patty Myers (Items 1-6)**

- Item 1                    **CHAIRPERSON’S REPORT**  
  
                                 **COMMITTEE APPOINTMENTS (ACTION)**  
                                 **Patty Myers**  
  
                                 **BOARD OF PUBLIC EDUCATION APPEARANCES**
- Item 2                    **CSPAC REPORT**  
                                 **Peter Donovan**
- Item 3                    **STATE SUPERINTENDENT’S REPORT**  
                                 **State Superintendent Denise Juneau**
- Item 4                    **COMMISSIONER OF HIGHER EDUCATION’S REPORT**  
                                 **Deputy Commissioner, Academic Research & Student Affairs**  
                                 **Sylvia Moore**

Item 5                    **GOVERNOR'S OFFICE REPORT**  
Dan Villa

Item 6                    **STUDENT REPRESENTATIVE'S REPORT**  
Holly Capp

## **DISCUSSION**

❖ **MACIE LIAISON – Doug Cordier (Item 7)**

Item 7                    **MACIE UPDATE**  
Norma Bixby

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 8-10)**

Item 8                    **SCHOOL IMPROVEMENT GRANT**  
Mandy Smoker Broaddus

Item 9                    **GRADUATION MATTERS MONTANA**  
Deb Halliday

Item 10                  **YOUTH RISK BEHAVIOR SURVEY**  
Susan Court

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 11)**

Item 11                  **ASSESSMENT UPDATE**  
Judy Snow

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 12-15)**

Item 12                  **INTRODUCTION OF DR. TERI WING, OPI ACCREDITATION COMPLIANCE  
SPECIALIST**  
Linda Vrooman Peterson

Item 13                  **PROPOSED ARM 10.55.909 RULE CHANGE: STATEWIDE STUDENT  
IDENTIFIER ON STUDENTS' PERMANENT RECORDS**  
Madalyn Quinlan

Item 14                  **CHAPTER 55 JOINT TASK FORCE REPORT**  
Patty Myers and Dennis Parman

Item 15                  **REPORT ON COMPARISON OF ACCREDITATION STATUS AND  
ADEQUATE YEARLY PROGRESS DETERMINATIONS**  
Linda Vrooman Peterson

❖ **LICENSURE COMMITTEE – Sharon Carroll (Item 16-18)**

Item 16                  **INTERSTATE AGREEMENT ON QUALIFICATIONS OF EDUCATIONAL  
PERSONNEL**  
Elizabeth Keller

**ACTION**

**PUBLIC COMMENT**

*The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.*

Item 17                    **DENIAL HEARING OF RENEWAL UNITS BPE CASE #2011-05 (CLOSED)**  
Peter Donovan

Item 18                    **DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2011-06 (CLOSED)**  
Peter Donovan

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**September 9, 2011 – Friday**  
**8:00 AM**

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 19-23)**

Item 19                    **RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND  
TIMELINE RELATING TO THE MONTANA K-12 CONTENT STANDARDS  
ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL  
STUDIES, SCIENCE AND TECHNOLOGY**  
Jean Howard

Item 20                    **RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND  
TIMELINE RELATING TO MONTANA K-12 CONTENT STANDARDS IN  
MATHEMATICS**  
Jean Howard

Item 21                    **RECOMMEND APPROVAL OF ALTERNATIVE TO STANDARDS REQUESTS**  
Linda Vrooman Peterson

Item 22                    **RECOMMEND DISAPPROVAL OF ALTERNATIVE TO STANDARDS  
REQUESTS**  
Linda Vrooman Peterson

Item 23                    **INTENSIVE ASSISTANCE REPORT AND RECOMMEND APPROVAL OF  
DISTRICT IMPROVEMENT PLAN**  
Linda Vrooman Peterson

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 24)**

Item 24                    **RECOMMEND APPROVAL OF NOTICE OF ADOPTION RELATING TO  
ENGLISH LANGUAGE PROFICIENCY STANDARDS**  
Judy Snow

**DISCUSSION**

❖ **MSDB LIAISON – Patty Myers (Item 25)**

Item 25                    **MSDB COMMITTEE MEETING REPORT**  
Steve Gettel

**ACTION**

**PUBLIC COMMENT**

***The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.***

**❖ EXECUTIVE COMMITTEE – Patty Myers (Item 26)**

**Item 26                                      ELECTION OF BOARD OFFICERS  
Peter Donovan and Patty Myers**

**PRELIMINARY AGENDA ITEMS – November 3-4, 2011, State Capitol, Room 152, Helena, MT**

MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting  
Assessment Update  
Federal Update  
Alternative Standards Requests  
Accreditation Report  
Annual Renewal Unit Providers (List) C\*

\*C = Consent Agenda

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*The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.*

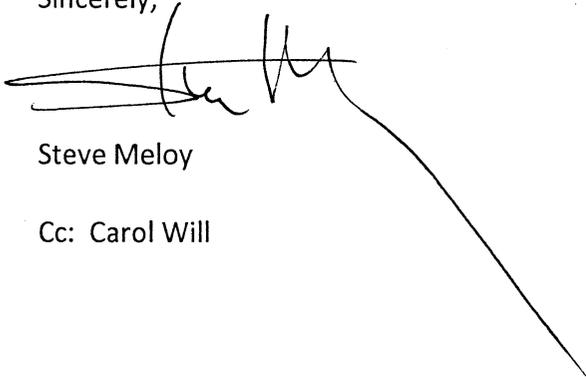
Friday, August 26, 2011

Patty Myers  
Chairperson  
Board of Public Education  
46 North Last Chance Gulch  
Helena, MT 59601

Dear Chairperson Myers:

Please find this letter as official notification of my resignation from the Executive Secretary position for the Board of Public Education. I am extremely thankful for the opportunity to have served the Board for the past ten years and the state of Montana for the past thirty-two years. My last day of employment will be September 30, 2011.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Meloy", with a long, sweeping underline that extends to the right and then curves downwards.

Steve Meloy

Cc: Carol Will



# Board of Public Education

PO Box 200601  
Helena, Montana 59620-0601  
(406) 444-6576  
www.bpe.mt.gov

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Lila Taylor  
Busby

Bernie Olson  
Lakeside

John Edwards  
Billings

Doug Cordier  
Columbia Falls

Holly Capp, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

August 3, 2011

Lance Zanto, Chief  
Workers' Compensation Management Bureau  
100 N Park Ave Suite 320  
Helena, MT 59620

Dear Mr. Zanto:

The Board of Public Education received a dividend of \$58.10 in FY2011 from Montana State Fund. The dividend was used to improve the lighting in the office. The Board of Public Education appreciates the opportunity to utilize the Early Return to Work Funding (ERTW) to improve the work environment.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Meloy", with a long horizontal stroke extending to the right.

Steve Meloy  
Executive Secretary

July 27, 2011

Carol Will  
Administrative Assistant  
Board of Public Education  
46 N. Last Chance Gulch  
Helena, MT 59620

Dear Carol:

Please find this letter as one of acceptance of your resignation from your position with the Montana Board of Public Education which will be effective on August 26, 2011.

You have provided me and this board with exemplary service this past five years. You are an outstanding public servant and have been a pleasure to work with and I wish you the very best in your future career with public education.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Meloy", with a long horizontal line extending to the left and a long diagonal line extending downwards and to the right.

Steve Meloy/  
Executive Secretary  
Board of Public Education

Cc: Board of Public Education

July 26, 2011

Steve H. Meloy  
Executive Secretary  
Board of Public Education  
46 N. Last Chance Gulch  
Helena, MT 59620

Dear Steve,

With this letter, I hereby submit my resignation from the Montana Board of Public Education, effective August 26, 2011, to further my career in public education.

I want to acknowledge with deep thanks your many kindnesses to me during the years that I worked with you at the Board of Public Education. It's not everyone who has a boss who is consistently cooperative, generous, and understanding, and I feel that I've been blessed. Not only have I enjoyed working with you; I have learned the political, policy, legal, rulemaking, and accreditation process of education. You allowed me to grow and take on new challenges. It's really because of the training I received from you that I feel qualified to undertake my new assignment.

I will be happy to work with you and the Board of Public Education to make this transition as seamless as possible. I value the work of the Board of Public Education and I want to ensure the success of the person who fulfills this position.

Sincerely,

A handwritten signature in cursive script that reads "Carol Will".

Carol Will  
Administrative Assistant

## Meloy, Steve

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**From:** Will, Carol  
**Sent:** Tuesday, July 26, 2011 10:09 AM  
**To:** Patty Myers; scarroll@midrivers.com; John Edwards; Erin Williams; Lila Taylor; olsonbernie@yahoo.com; bcdc@digisys.net; Doug Cordier  
**Cc:** Meloy, Steve  
**Subject:** Resignation

Dear Board,

With this email, I hereby submit my resignation from the Montana Board of Public Education, effective August 26, 2011, to further my career in public education.

At your convenience, I will be glad to discuss the reassignment of my work to others or any other transition the Board deems necessary.

I have a passion for public education and value the work that you do for Montana's children. I am grateful for the experience of being a part of the policy component of education.

Sincerely,

Carol

Carol Will  
Board of Public Education  
Administrative Assistant  
P.O. Box 200601  
46 N. Last Chance Gulch  
Helena, MT 59620-0601  
(406)444-0302 - Office  
(406)444-0847 - Fax  
[cwill@mt.gov](mailto:cwill@mt.gov)



# Board of Public Education

PO Box 200601  
Helena, Montana 59620-0601  
(406) 444-6576  
www.bpe.mt.gov

July 25, 2011

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Lila Taylor  
Busby

Bernie Olson  
Lakeside

John Edwards  
Billings

Doug Cordier  
Columbia Falls

Holly Capp, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
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Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Casey Barrs  
Office of Research and Policy Analysis  
Legislative Services Division  
PO Box 201706  
Helena, MT 59620-1706

Dear Mr. Barrs,

Enclosed is the following rule notice for your review:

MAR Notice No. 10-54-255 which proposes the adoption of New Rules I through XI pertaining to English Language Proficiencies (ELP) standards and performance descriptors.

The Board of Public Education has determined that it is reasonable and necessary to adopt rules to provide content standards and performance descriptors for English Language Proficiency. The English Language Proficiency standards that are being recommended for adoption are specific to English Language Proficiency with links to academic content standards and address the need for students to become fully proficient in both social and academic English. They meet the federal requirement under Title III, section 3113(b)(2) for specific English Language Proficiency standards. In addition, their links to academic language have been aligned to the national Common Core State Standards.

The hearing is scheduled on August 24, 2011 at 10:00 a.m. at the Office of Public Instruction's conference room located at 1300 11<sup>th</sup> Avenue, Helena, MT.

If you have any questions please contact the Board of Public Education's office.

Sincerely,

A handwritten signature in cursive script that reads "Carol Will".

Carol Will  
Administrative Assistant

Cc: Jim Standaert, Legislative Senior Fiscal Analyst  
Barb Smith, Legislative Fiscal Analyst  
Dan Whyte, Attorney  
Leanne Kurtz, Research Analyst



# Board of Public Education

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## BOARD MEMBERS

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 19, 2011

Jan Mader  
223 5<sup>th</sup> Ave SW  
Great Falls, MT 59405

Dear Ms. Mader,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as one of this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program state-level finalist. Your continued commitment to your school and the Great Falls community is very much appreciated.

Thank you for your dedication to the students of your school and good luck!

Sincerely,

Patty Myers  
Chairwoman



# Board of Public Education

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### APPOINTED MEMBERS:

- Patty Myers - Chair  
Great Falls
- Sharon Carroll - Vice Chair  
Ekalaka
- Erin Williams  
Missoula
- Lila Taylor  
Busby
- Bernie Olson  
Lakeside
- John Edwards  
Billings
- Doug Cordier  
Columbia Falls
- Holly Capp, Student Rep.  
Great Falls

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- Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education
- Denise Juneau,  
Superintendent of  
Public Instruction
- Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

- Steve Meloy

July 19, 2011

Beth Walsh  
3365 Lavender Rd.  
Helena, MT 59602

Dear Ms. Walsh,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as one of this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program state-level finalist. Your continued commitment to your school and the Helena community is very much appreciated.

Thank you for your dedication to the students of your school and good luck!

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chairwoman



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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 19, 2011

Tammy Johnson  
1111 Iron Cap Drive  
Stevensville, MT 59870

Dear Ms. Johnson,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as one of this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program state-level finalist. Your continued commitment to your school and the Stevensville community is very much appreciated.

Thank you for your dedication to the students of your school and good luck!

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chairwoman



# Board of Public Education

PO Box 200601  
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www.bpe.mt.gov

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Kalispell

Erin Williams  
Missoula

Lila Taylor  
Busby

Bernie Olson  
Lakeside

John Edwards  
Billings

Doug Cordier  
Columbia Falls

Holly Capp, Student Rep.  
Great Falls

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Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 19, 2011

Joy Javorka  
435 4<sup>th</sup> Ave E.  
Kalispell, MT 59901

Dear Ms. Javorka,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as one of this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program state-level finalist. Your continued commitment to your school and the Kalispell community is very much appreciated.

Thank you for your dedication to the students of your school and good luck!

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chairwoman



# Board of Public Education

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Erin Williams  
Missoula

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 19, 2011

Carol Pleninger  
360 73<sup>rd</sup> Ave. West  
Havre, MT 59501

Dear Ms. Pleninger,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as one of this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program state-level finalist. Your continued commitment to your school and the Havre community is very much appreciated.

Thank you for your dedication to the students of your school and good luck!

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chairwoman



# Board of Public Education

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Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 19, 2011

David McDonald  
PO Box 265  
Sidney, MT 59270

Dear Mr. McDonald,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as one of this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program state-level finalist. Your continued commitment to your school and the Sidney community is very much appreciated.

Thank you for your dedication to the students of your school and good luck!

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chairwoman



# Board of Public Education

PO Box 200601  
Helena, Montana 59620-0601  
(406) 444-6576  
www.bpe.mt.gov

## BOARD MEMBERS

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Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Lila Taylor  
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Billings

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Commissioner of  
Higher Education

Denise Juneau,  
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Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 12, 2011

Casey Barrs  
Office of Research and Policy Analysis  
Legislative Services Division  
PO Box 201706  
Helena, MT 59620-1706

Dear Mr. Barrs:

Please find enclosed the proposed notice of public hearing in the matter of the adoption of New Rules I through XI pertaining to English Language Proficiency (ELP) standards and performance descriptors. The Board is sending you the proposed notice to notify the Legislative Fiscal Division in accordance to MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review."

The law only requires our notification prior to adoption but we feel that the Interim Committee and the Legislative Fiscal Division may benefit by knowing of these intended rule adoptions early prior to the commencement of rule making under MAPA.

If you have any questions in this regard, please do not hesitate to contact our office.

Sincerely,

A handwritten signature in black ink, appearing to be "S. Meloy", written over a horizontal line.

Steve H. Meloy  
Executive Secretary

Enclosure

Cc: Jim Standaert, Legislative Senior Fiscal Analyst  
Barb Smith, Legislative Fiscal Analyst

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New ) NOTICE OF PUBLIC HEARING ON  
Rules I through XI pertaining to ) PROPOSED ADOPTION  
English language proficiency (ELP) )  
standards and performance )  
descriptors )

TO: All Concerned Persons

1. On \_\_\_\_\_ at 10:00 a.m. the Board of Public Education will hold a public hearing in the conference room at \_\_\_\_\_, Helena Montana, to consider the proposed adoption of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on \_\_\_\_\_, 2011, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail SMeloy@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 1 (1) To satisfy the requirements of English language proficiency content standard 1, English language learners must communicate for social and instructional purposes within the school setting.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE II ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 2 (1) To satisfy the requirements of English language proficiency content standard 2, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE III ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 3 (1) To satisfy the requirements of English language proficiency content standard 3, English language learners must communicate information,

ideas, and concepts necessary for academic success in the content area of mathematics.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE IV ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 4 (1) To satisfy the requirements of English language proficiency content standard 4, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of science.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE V ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 5 (1) To satisfy the requirements of English language proficiency content standard 5, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VI ENGLISH LANGUAGE PROFICIENCY PERFORMANCE

DESCRIPTORS AT THE ENTERING LEVEL (1) At the entering level of English language proficiency, English language learners will process, understand, produce or use:

- (a) pictorial or graphic representation of the language of the content areas;
- (b) words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic, or interactive support; and
- (c) oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VII ENGLISH LANGUAGE PROFICIENCY PERFORMANCE

DESCRIPTORS AT THE EMERGING LEVEL (1) At the emerging level of English language proficiency, English language learners will process, understand, produce or use:

- (a) general language related to the content areas;
- (b) phrases or short sentences; and
- (c) oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to

multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VIII ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE DEVELOPING LEVEL (1) At the developing level of English language proficiency, English language learners will process, understand, produce or use:

- (a) general and some specific language of the content areas;
- (b) expanded sentences in oral interaction or written paragraphs; and
- (c) oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE IX ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EXPANDING LEVEL (1) At the expanding level of English language proficiency, English language learners will process, understand, produce or use:

- (a) specific and some technical language of the content areas;
- (b) a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and
- (c) oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE X ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE BRIDGING LEVEL (1) At the bridging level of English language proficiency, English language learners will process, understand, produce or use:

- (a) specialized or technical language of the content areas;
- (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports; and
- (c) oral or written language approaching comparability to that of proficient English peers when presented with grade level material.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE XI ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE REACHING LEVEL (1) At the reaching level of English language proficiency, English language learners will process, understand, produce or use:

- (a) specialized or technical language reflective of the content areas at grade level;
- (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and
- (c) oral or written communication in English comparable to proficient English peers.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

4. REASON: The Board of Public Education has determined that it is reasonable and necessary to adopt rules to provide content standards and performance descriptors for English language proficiency. The English language proficiency standards that are being recommended for adoption are specific to English language proficiency with links to academic content standards and address the need for students to become fully proficient in both social and academic English. They meet the federal requirement under Title III, section 3113(b)(2) for specific English language proficiency standards. In addition their links to academic language have been aligned to the national Common Core State Standards.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Steve Meloy, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail [SMeloy@mt.gov](mailto:SMeloy@mt.gov). and must be received no later than 5:00 p.m., \_\_\_\_\_, 2011

6. Steve Meloy, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

7. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all

concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

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Steve Meloy  
Rule Reviewer

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Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State [Month Day, 20##].

**TIMELINE - PROPOSED**  
Montana English Language Proficiency Standards  
**July 2011**

- Present proposed Montana English Language Proficiency Standards to the BPE..... May 2011 meeting
- Recommendation to the Board of Public Education..... July 2011 meeting
- Notice of Public Hearing approval by BPE ..... July 2011 meeting
- Proposed notice to SOS for notice in MAR..... July 18, 2011
- MAR publication out ..... July 2011
- Hearing date..... week of August 22, 2011
- Final Public Input deadline ..... date of hearing
- Draft Adoption Notice to BPE ..... September meeting
- Final rule changes to SOS for notice in MAR..... September 12, 2011
- MAR publication out ..... September 22, 2011
- Effective Date of Rules ..... September 23, 2011  
Effective date dependent upon Cost Analysis through a Legislative Fiscal Analysis

**BOARD OF PUBLIC EDUCATION**  
**MEETING MINUTES**

July 14-15, 2011

Montana State Capitol  
Room 137  
Helena, MT

**July 14, 2011 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 8:38 AM. The Pledge of Allegiance was led by Ms. Holly Capp. Ms. Carol Will and Ms. Anneliese Warhank took roll call; a quorum was noted.

**PUBLIC COMMENT**

**CONSENT AGENDA**

Consent agenda approved as presented.

**ADOPT AGENDA**

Ms. Patty Myers noted that the Governor's report will not occur on Thursday, July 14, 2011.

***Ms. Sharon Carroll moved: to approve the agenda as amended. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.***

Those in attendance included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Sharon Carroll, Mr. Bernie Olson, Mr. John Edwards, Ms. Lila Taylor, Mr. Doug Cordier, and Student Representative Ms. Holly Capp. Staff present included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; Ms. Anneliese Warhank, Administrative Assistant, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent, Denise Juneau and Dr. John Cech, Deputy Commissioner for Two-Year and Community College Education, represented Commissioner Sheila Stearns. Certification Standards and Practices Advisory Council included the following Council members: Chair, Sharon Applegate, Vice Chair Jon Runnalls, Ms. Tammy Lacey, Dr. Cindy O'Dell, Ms. Patty Muir, Ms. Dianne Burke, and Ms. Janice Bishop. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Dennis Parman, Deputy Superintendent, OPI; Ms. Norma Bixby, MACIE; Ms. Ann Gilkey, Chief Legal Counsel, OPI; Ms. Judy Snow, Assessment Specialist, OPI; Ms. Kelly Glass, Accreditation Accountability Specialist, OPI; Mr. Steve Gettel, Superintendent, MSDB; Mr. Tim Harris, Special Education Division, OPI; Ms. Leanne Kurtz, Education and Local Government Committee, Legislative Services; Mr. Bob Vogel, Director of Governmental Relations, MTSBA; Ms. Beck McLaughlin, MT Arts Council; Mr. Andrew Boehm, Data Information Coordinator, OPI; and Ms. Kris Goyins, Communication Arts Curriculum Specialist, OPI.

**BPE/CSPAC JOINT MEETING AGENDA**

**Item 1            CSPAC ANNUAL REPORT - Sharon Applegate**

Ms. Applegate reviewed the 2010 CSPAC member list and introduced the new post-secondary education member, Dr. Cindy O'Dell and new trustee member, Ms. Dianne Burke. The two new members gave brief backgrounds of their personal and professional lives.

Ms. Applegate moved onto the CSPAC goals for the upcoming year. Goals 1 and 2 focus on teacher education programs. During the 2010 October CSPAC meeting the Council decided to focus on teacher education from the point of teacher training programs through employment. They hope to continue focus on this by working with post-secondary programs. Ms. Applegate's role on the Chapter 55 task force ties in to this goal in terms of school accreditation standards and the need to have properly licensed teachers in Montana schools. Goal 3 addresses licensure denials, suspensions, and revocations. During the July 13, 2011 CSPAC meeting, the Council spoke with Executive Secretary Steve Meloy about the importance of confidentiality of an educator's name in these cases. The Board will continue to review this issue with input from CSPAC. Goal 4 deals with the Montana Educator Code of Ethics. The CSPAC Licensure and Endorsement Committee is currently rewriting the codes and is looking for input from their education partners. Goal 5 addresses alternative and nontraditional routes to teacher licensure. Ms. Applegate noted how different states address this issue in their own unique way but is confident CSPAC, the Board, and OPI are all well aware of what needs to be done in the state to ensure that the best educator preparation programs are accepted.

**Item 2 JULY 13, 2011 CSPAC MEETING SUMMARY/CSPAC GOALS - Sharon Applegate**

With both seats on the Pre-Professional and Development Committee now filled with Dr. O'Dell and Ms. Burke, the Council spent a portion of the July 13, 2011 meeting separating into their respective committees and brainstorming on areas they would like to focus their committee time toward in the upcoming year. All of these ideas were documented by hand. Ms. Applegate collected all the hand-written notes to review for upcoming meetings.

**Item 3 NASDTEC ANNUAL CONFERENCE REPORT - Sharon Applegate, Peter Donovan, and Sharon Carroll**

The 2011 Annual NADTEC Conference took place June 5-8, 2011 in Sacramento, CA. Mr. Peter Donovan, Ms. Sharon Applegate, and Ms. Sharon Carroll attended. Mr. Donovan noted how interesting it was to see how different states addressed financial shortages. Unfortunately, many of these cuts have had negative impacts on staffing educators in schools. Ms. Carroll thanked the Board for finding resources to send all three of them. She felt being familiar with the realm of professional practices is important and conferences such as this one is a great way to learn more on the subject. Alternative routes to licensure, and issues surrounding technology were two big areas and it helped to see what others states are doing. Ms. Applegate found the speaker from the Gates Foundation, Mr. Steve Cantrell to be very interesting in that he stressed the need to measure more than just the college bound students and that all students' success must be measured before we can even begin to measure teacher performance.

**Item 4 CODE OF ETHICS UPDATE - Sharon Applegate**

Ms. Tammy Lacey gave an overview of the Licensure and Endorsement Committee's work on the draft revision. The Committee has reviewed other states' codes to help develop codes that cover a broad range of areas. The Committee has also worked with Dr. Jean Luckowski of the University of Montana who helped write up the current codes in the 1990s. The draft codes, which the committee aimed at keeping to just one page, outline three areas of professional behavior and include sub-areas under each. The group did not want a list of do's and don'ts, but rather a philosophical list of good ethical behavior. Discussion ensued concerning the Board's involvement in the creation and revision of the codes if they were to be published in rule. If they are published in Chapter 57, the Board could use the codes to help in any discipline cases against an educator's license. By statute, CSPAC is responsible for creating the codes and does not need the approval or denial from the Board. By placing them in rule, every time the codes are revised, the rule would need to be revised as well. This would require the Board to approve or deny the revision of rule and thus, the codes. Mr. Olson felt with all the licensure issues that the Board

has heard recently, the codes would help to reflect on if not stated strictly in rule. Mr. Runnalls felt there should be an established purpose of the codes to be either aspirational goals or rules. Ms. Ann Gilkey, legal counsel for OPI, stated the proposed rule would allow the Board to consider the codes (as oppose to require). She felt the codes would be a good thing to rely on in that they could supplement the Board's argument when addressing an educator's license. She did not feel it would be misused because the Board is large enough to avoid this sort of behavior. MEA-MFT President Mr. Eric Feaver said the codes have value in themselves. In his opinion, for the Board to adopt and then ask that districts rely on evidence only when addressing licensure cases would be bad. He reiterated by having the codes in rule, CSPAC would lose power to re-draft since the Board would have final say in approving or denying. Mr. Meloy stated if in rule, CSPAC would no longer be just an advisory council because by re-writing codes, they would essentially be re-writing rules. Deputy Superintendent Parman mentioned although it may be easy to recognize bad behavior, sometimes nothing can be done about it. He felts the codes would help to enforce rule. Ms. Bishop asked to clarify that since the rules are already in existence, why can't they be enforced if not in rule? Mr. Parman reminded her currently they are still a list of aspirations but if they are put in rule they can help to enforce behavior. Mr. Olson felt being in rule doesn't matter as much as having them on paper. Mr. Meloy added the Board shouldn't be held at fault if they use the codes in licensure cases even if they are not in rule. Ms. Lacey felt the codes shouldn't be the only document used to prosecute an educator and reminded people that just cause must be considered. Ms. Gilkey pointed out to the Board that OPI handles more cases than what the Board sees which is why she included the term "may consider" in the draft language. Ms. Applegate concluded the conversation by announcing to the Board the Licensure and Endorsement Committee will meet again in late September to further work on revision to the codes.

**Item 5                    AMENDMENTS TO ARM TITLE 10 CHAPTER 57, PART 6 - Sharon Applegate**

ARM 10.57.604(4) deals with posting the results of an educator license hearing. Currently, the results of the hearing are posted in Board minutes referring to each case based on the case number, not the name of the holder of the license. The OPI website states whether or not an educator's license is active, but does not specify cases where licenses are inactive due to a surrender or revocation. OPI has stated it would like to begin posting the results of these hearings on their website. In a 2007 letter to the State Superintendent's office the State Attorney General's office stated since a teacher holds a position of public trust, the revocation of their license and a general description of the basis for such revocation is a proper matter for public scrutiny. Ms. Gilkey stated in the Montana Administrative Procedure Act title 2 chapter 4 number 603 (under which the Board hearing procedures are stated) it says: "An agency decision or order is not valid or effective against any person or party, and it may not be invoked by the agency for any purpose until it has been made available for public inspection as required in this section. This provision is not applicable in favor of any person or party who has actual knowledge of the decision or order or when a state statute or federal statute or regulation prohibits public disclosure of the contents of a decision or order." She does not believe that is a state or federal statute that prohibits public disclosure and if anything this statute promotes public disclosure. The most important risk that needs to be avoided is the accidental disclosure of any minors involved in the case. Mr. Meloy reminded the Board of how close they must follow MAPA when conducting hearings and that there was a time where these hearings were public. It was not until Ms. Kim Kradolpher at the AG's office asked that the hearings be made private. Mr. Feaver felt the public should know at least the results or outcome of a hearing. He was more concerned with pre-hearing procedures. Mr. Meloy felt it was now up to the State Superintendent to determine whether or not to move forward with a hearing and review of MAPA.

ARM 10.57.611 deals with material non-performance cases. The problem with the Board handling these cases are they are civil cases, which are of no concern of the Board but rather an issue between an educator and a school district. The only time where the Board may take up issue with these cases are instances where children are somehow negatively affected.

Ms. Myers mentioned that on Friday October 21, 2011 the MEA-MFT Educators' Conference will take place at Sentinel High School in Missoula, MT. One section called, Rule Making and Makers in Montana

Public Education will take place in the choir room at 10 AM. It was also noted that the Montana Educator Forum would take place September 30, 2011 in Helena, MT.

### **SPECIAL ITEM MONTANA EDUCATOR LICENSURE FEES**

At the previous day's BPE Strategic Planning Session, the Board and Council briefly discussed the current state of Montana educator licensure fees and the dwindling budget of the CSPAC Research Fund, which is funded by these fees. State auditors have enforced a rule which states special revenue funds must be spent before the General Fund which caused the Board to dip into the Research Fund. As a result, this fund has greatly reduced in amount. During the 2011 Montana Legislative session, a bill was proposed that would increase the licensure fee from \$6 to \$10 per year. The Board states a raise of this amount would be too large and would rather like to see an increase from \$6 to just \$8 per year. This would not be a tax but would allow CSPAC to build the surplus it needs while allowing staff to use the Research Funds to cover vital costs. The Board staff would like the Board's support in this request. The Executive Planning Process (EPP) request for this increase needs to be submitted to the governor's office by next April or May. Mr. Feaver stated MEA-MFT can support a \$2 raise in fees, but he would like to amend that by getting rid of the Research Fund and funneling all money straight into the Advisory Council Fund. Ms. Applegate stressed how important it is to have funds for networking, continuing research, and discussion. Mr. Meloy reminded everyone it is for these reasons the Research Fund exists. Ms. Lacey stated it would be nice to find a listing of the licensure fee rates in other states. Mr. Feaver stated he would not allow CSPAC to disband and that the \$6 are there to fund CSPAC only.

### **10:46 AM CSPAC/BPE JOINT MEETING ADJOURNED**

### **11:13 AM BOARD OF PUBLIC EDUCATION MEETING RESUMES**

**11:13 AM Mr. John Cech arrived**

### **INFORMATION**

#### **Item 1**

#### **CHAIRPERSON'S REPORT - Patty Myers**

- May 2, 2011 MSDB Graduation – Great Falls, MT
- May 18, 2011 BPE Conference Call
- June 2, 2011 Executive Meeting Conference Call
- June 8, 2011 BPE Conference Call
- June 23-24, 2011 Chapter 55 Meeting – Helena, MT
- July 8, 2011 MSDB Committee Conference Call

#### **BOARD OF PUBLIC EDUCATION APPEARANCES**

##### **Sharon Carroll**

- May 18, 2011 BPE Conference Call
- June 2, 2011 Executive Meeting Conference Call
- June 5-8, 2011 NASDTEC Conference – Sacramento, CA

##### **Bernie Olson**

- June 8, 2011 BPE Conference Call
- July 8, 2011 MSDB Committee Conference Call

##### **John Edwards**

- May 18, 2011 BPE Conference Call
- June 8, 2011 BPE Conference Call

**Doug Cordier**

- May 18, 2011 BPE Conference Call
- June 8, 2011 BPE Conference Call

**Lila Taylor**

- June 8, 2011 BPE Conference Call

**Holly Capp**

- May 18, 2011 BPE Conference Call

Ms. Patty Myers read a thank you letter from Mr. Tim Seery to the Board of Public Education and briefly discussed correspondence from NASBE expressing their regret that the BPE left the association, however they would still be willing to pay for one of our Board members to attend the Common Core Implementation Webinar August 11-12, 2011 in Law Vegas, Nevada. Ms. Myers continued to express the concern of Mr. Bob Powell from Billings, MT who believes that the safety standards in the middle school are not sufficient. Ms. Nancy Coopersmith will work with Ms. Myers to address the issue surrounding the safety standards. In conclusion, the BPE discussed the bus standard concerns that Mr. Mark Paulson raised with Mr. Steve Meloy and the Office of Public Instruction. Ms. Maxine Mougeot from the Office of Public Instruction was replaced by Ms. Donell Rosenthal as the Transportation Specialist. Mr. John Edwards will follow-up with Mr. Paulson.

**Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy**

The newly organized Interim Education and Local Government Committee elected Representative Elsie Arntzen as its Chairperson. One of her initiatives is to designate at least two committee members to serve as liaison to the Board of Public Education, as well as two others to the Board of Regents. Some interim projects that will impact the BPE are: (1) review shared policy goals and accountability documents which have been developed by corresponding staff for the BPE, OPI, Regents and the Committee; (2) review performance-based K-12 funding models as well as work on performance indicators in the standards; (3) review of CSPAC as to future viability and funding. Mr. Meloy expressed that the BPE may benefit from the committee liaisons coming to our table.

**11:30 AM State Superintendent Denise Juneau arrived**

**Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT - Deputy Commissioner for Two-Year and Community College Education - John Cech**

Clouds are forming to represent the perfect storm. With an aging workforce, projected declines in the numbers of high school graduates and working age adults, and the workforce demands of the 21<sup>st</sup> century, Montana urgently needs an accessible and affordable system of two-year colleges, two-year programs at MSU Bozeman, UM Western, MSU Northern, and in Hamilton, all strategically dispersed throughout the state. The percentage of undergraduate students enrolled in Montana's public two-year colleges is significantly less than the national average of 46 percent. We are particularly concerned about the under-enrollment of demographics that especially would benefit from increased two-year education opportunities: adults, dual-credit students, low-income individuals, American Indians, and the academically underprepared. The solution is to expand the capacity of Montana's two-year education opportunities. The five overarching strategies are: (1) extend the comprehensive two-year mission to each of Montana's five COTs by 2013, including rebranding and renaming them; (2) improve access, student success, and efficiency through state-level collaboration and partnerships; (3) create efficiencies through coordinated curricula and integrated technology; (4) create funding incentives at the student and institutional levels to promote degree completion and assure quality; (5) through effective communication, constituent groups are aware, informed, and engaged with two-year education. Mr. John Cech continued the report with further information regarding the overall growth in Montana's two-year education and the accomplishments during the past year. In conclusion, Mr. John Cech reported the College!Now strategies that were refined on March 24, 2011. Discussion ensued about the following: original mission

of the COTs; transfer students; technical degree opportunities; attrition of junior and senior students at the universities; two-year schools feeding the universities; number of students obtaining collegiate degrees in Montana; and engaging the seven sovereign tribal colleges.

**Item 5 GOVERNOR'S OFFICE REPORT - Dan Villa**

No representative from the Governor's Office was present during the Board of Public Education meeting. The item was cancelled.

**Item 3 STATE SUPERINTENDENT'S REPORT - State Superintendent Denise Juneau**

State Superintendent Denise Juneau reported that the Office of Public Instruction signed a contract with Growth and Enhancement of Montana's Schools (GEMS) to develop a Montana statewide longitudinal data system. SB 329, passed during the 2011 Montana Legislative Session, created new requirements for school districts to display data on publicly available web sites. The OPI will use the new data warehouse to generate the district educational profiles containing school district contact information and links to district web sites, state criterion-referenced testing results, program and course offerings, student enrollment and demographics by grade level, and graduation rates. The GEMS Project will provide schools, policymakers, parents and the public with unprecedented access to data and reports regarding Montana's public education system while protecting the educational privacy rights for students and families. State Superintendent Denise Juneau continued to report on the decline in the dropout rates, school improvement grants, the progress of Graduation Matters, and the release of the Youth Risk Behavior Survey.

On April 25, 2011, State Superintendent Denise Juneau sent a letter to Secretary Arne Duncan informing him that she is delaying the scheduled increase of the Annual Measurable Objectives (AMOs) for Montana. There was no response from Secretary Duncan for approximately 7 weeks. The day the appeal letters were prepared to send out to the school districts, the U.S. Department of Education called OPI and stated that Montana was out of compliance with No Child Left Behind. Secretary Duncan followed up with a letter to State Superintendent Denise Juneau with the possible consequence of withholding federal funds. These funds may be the Title I Part A State Administration Funds which brings approximately \$400,000 into the state. If these funds are withheld, past practice generally indicates that the U.S. Department of Education will take 25% or approximately \$100,000 as the penalty. The U.S. Department of Education also placed a condition on the Title I grant coming into the state and a plan needs to be in place by August 15, 2011. State Superintendent Denise Juneau plans to move forward as planned, determine what "may" and "withholding" means, as well as what money and how much. Ultimately, State Superintendent Denise Juneau stated that she will not allow money to be withheld from our public schools. Idaho and South Dakota are following suit with Montana.

**Item 6 STUDENT REPRESENTATIVE'S REPORT - Holly Capp**

Ms. Holly Capp reported that in the 2010-2011 school year Montana student expanded their boundaries for educational purposes. Four students traveled to Washington, DC for Girls and Boys Nation, two went to Chicago for Hugh O'Brien's World Leadership Congress, and one spent a semester in DC as a senate page. Health Occupations Clubs of America and Future Farmers of America are becoming more and more popular every year. Ms. Holly Capp continued with more information about DECA and the Montana Business Professionals of America. DECA's mission is to "prepare emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe." Nationally, DECA has 185,000 high school members and 15,000 higher education memberships. The mission of the Business Professionals of America is to "contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills." There are eight different regions in the state with a total of 1,598 members. In conclusion, Ms. Holly Capp stated that Bozeman and Havre high schools have opted out of DECA as members due to financial and personnel reasoning. Studies show that 55% of high school students and 25% of elementary aged students participate in clubs related to careers. As a result 68% of these students know what they want to do after high school and this helps them take acceptable classes to prepare them for the future. Ms.

Patty Myers referenced the NASBE grant that was earned by the BPE's former student representative, Jenny Tiskus. The BPE's office will provide Ms. Holly Capp with the information surrounding the NASBE grant.

## **DISCUSSION**

### **Item 7 ANNUAL GED REPORT - Margaret Bowles**

The 2010 Montana GED Statistical and Demographic Reports were used to give an overview of the GED testing program in Montana and will identify current trends occurring in the state. The yearly status report of GED also included an update on the proposed Youth Council GED Initiative. Ms. Margaret Bowles distributed the future ForGED pamphlets and postcards along with some statistical information. The next phase is to complete the social media campaign to focus on the success stories. 3,732 total people were tested; 2,600 people completed the battery for the first time; 3,031 people completed the entire GED test battery and passed; the passing percentage is 78% compared to 76% last year; 1,670 people stated the reason for testing was to further their education; 1,743 people state the reason for testing was to qualify for employment; more males than females complete the GED; and in 2012 there will be a transition to a computerized test that will be aligned with the Common Core standards. Ms. Bowles stressed that the GED must be earned rather than obtained. Discussion continued about post-secondary education for those who complete the GED.

### **Item 8 MONTANA STATEWIDE DROPOUT AND GRADUATE REPORT - Andy Boehm**

The Montana School Accreditation Standards (Administrative Rules of Montana 10.55.603) require schools to do follow-up studies of graduates and students no longer in attendance. The overview of this report provided information on students who graduated or dropped out of Montana public, state-funded and nonpublic, accredited schools, during the 2009-2010 school year. This year's report showed a decrease in the dropout rate. There is also improvement in the completion, but a decline in the graduation rates. The Office of Public Instruction implemented improvements to its processes for tracking student achievement, including graduation and dropout rates, since 2007-2008. These improvements include the implementation of a student information system, AIM-Achievement in Montana, which collects enrollment, demographic and program participation information at the individual student level. The third year of this report shows that the number of dropouts decreased dramatically for all students and the statewide dropout rate declined to 3.0 percent for grades 7-12 compared to 3.6 percent for the previous year. The high school dropout rate decreased by 0.6 percentage points to 4.3 percent in 2009-2010 compared to 5.1 percent in 2008-2009. More males than females dropped out; and the 12<sup>th</sup> grade continues to show the highest dropout rates. The overall dropout rate for American Indian students decreased by 1.7 percentage points from the 2008-2009 school year, while the dropout rate for White students decreased by 0.5 percentage points in the same period. Discussion ensued about AYP graduation rates, students bouncing between schools, and ensuring that dropouts are not counted twice.

### **Item 9 SPECIAL EDUCATION REPORT - Tim Harris**

This report covered a discussion of the number of students with disabilities served through public education in Montana, the types of disabilities served, and the number of students per category. The report also compared the funding sources, trends of participation of the funding sources over a number of years, and concluded with a description of the 20 performance indicators the Office of Special Education Programs in the U.S. Department of Education require the states to address each year. The data in the indicators cover graduation rates, dropout rates, disproportionate representation, preschool achievement levels, parent participation, transition services for high school students, dispute resolution information, and timely submission of data to the federal government. This data is compiled by the five Comprehensive System of Personnel Development regions. Mr. Tim Harris reported that the categories of Learning Disability (LD) and Speech-Language (SL) Impairment represent two-thirds of all students receiving special education services (LD=40%; SL=25%). The number of students identified as having Autism increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. Factors affecting the

increase in numbers of students previously identified as having Autism are: people with autistic children are moving into Montana; an increase in knowledge of how to more effectively identify children who meet the criteria for Autism; and a consistent definition of autism over the past several years. Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to 2005, the count leveled off. Since then the count has decreased steadily. There are probably several factors involved, but certainly the implementation of Response to Intervention (RTI) in the schools is a contributing factor in the decrease. Discussion ensued about working with CSPAC about the support training programs needed to meet the language interpreter standards; co-teaching versus student teaching experiences; student intervention teams; and concerns of the shift in federal contributions to the local tax payer.

**Item 10            REPORT ON THE FINAL DRAFT OF THE MONTANA K-12 CONTENT STANDARDS ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNOLOGY AND ADOPTION TIMELINE - Kris Goyins**

The Office of Public Instruction presented to the Montana Board of Public Education an update on the progress toward adoption of the Common Core State Standards for English Language Arts and Mathematics. This presentation included the following documents: (1) the proposed Montana K-12 Content Standards in English Language Arts and Literacy in History/Social Studies, Science and technical subjects and Mathematics with embedded Indian Education for All content; and (2) the proposed timeline for adoption of Montana K-12 Content Standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and Mathematics. Ms. Kris Goyins noted the following changes in the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects for content area teachers: (1) p. 62 included American Indian in standards 6, 8, and 9 of the Reading Standards for Literacy in History/Social Studies; and (2) p. 62 included American Indian in standard 9 of the Reading Standards for Literacy in Science and Technical Subjects.

**Item 11            REPORT ON THE FINAL DRAFT OF THE MONTANA K-12 CONTENT STANDARDS IN MATHEMATICS AND ADOPTION TIMELINE - Kris Goyins**

The Office of Public Instruction presented to the Montana Board of Public Education an update on the progress toward adoption of the Common Core State Standards in Mathematics. This presentation included the following documents: (1) the proposed Montana K-12 Content Standards in Mathematics with embedded Indian Education for All content; and (2) the proposed timeline for adoption of Montana K-12 Content Standards in Mathematics. Ms. Kris Goyins noted the following changes: (1) p. 27 included American Indian in standards 4a, 6, and 7b; and (2) p. 27 under Measurement and Data included American Indian in standards 1 and 5. Ms. Sharon Carroll noted that the motion made during the May 2011 BPE meeting called for the "adoption of the Common Core State Standards of English Language Arts and Mathematics as recommended by State Superintendent Denise Juneau." The intent of the motion was to let the OPI know that it was ok to begin the timeline process. It is important to note that in the motion that may occur on Friday, and it should contain the correct title. Ms. Sharon Carroll questioned whether the History/Social Studies, Science and Technical Subjects have always been included in all presentations before the Board of Public Education. Ms. Kris Goyins stated that they have always been there, but deferred the question to Ms. Nancy Coopersmith. Ms. Coopersmith responded by stating that the intent of these standards are that literacy is the responsibility of all teachers of the core subjects. These standards have not changed the History/Social Studies, Science and Technical Subject, but another dimension has been added. Every teacher is a teacher of reading and that philosophy is carried throughout these standards. When these standards are reviewed to be renewed in the cycle, then they may certainly have an impact at that time. Ms. Sharon Carroll expressed her concern about being a high school teacher trying to teach reading. Ms. Nancy Coopersmith noted that these concerns are all part of the professional development that is integral to the success of these standards. In conclusion, Mr. Steve Meloy stated that the Legislative Fiscal Division's analysis process may need to be more refined because if they call a school district to see what their opinion is in regard to fiscal cost, it is more than likely that each district would respond affirmatively. There needs to be a better cross-pollination of information to be accurate and more systematic.

**Item 12            CHAPTER 55 JOINT TASK FORCE UPDATE - Patty Myers and Dennis Parman**

The Chapter 55 Joint Task Force of the Board of Public Education and the Office of Public Instruction met June 23-24, 2011, at the Red Lion Hotel in Helena. The OPI provided to the BPE and update from the June work session of the Task Force; agenda, expected outcomes and accomplishments, and the task force goals and timeline. The Chapter 55 Web link is, Reports and Recommendations: [http://www.opi.mt.gov/Programs/Accred/#gpm1\\_3](http://www.opi.mt.gov/Programs/Accred/#gpm1_3). The next work session date for the Chapter 55 Joint Task Force is July 26-27, 2011, at the Great Northern Hotel, Helena. Mr. Dennis Parman reported that school district's data is being applied to the Performance-Based Accreditation (PBA) model to determine the results if implemented, and to make necessary revisions.

**3:45 PM State Superintendent Denise Juneau departed**

Mr. Parman reported that there is excitement and intrigue in regard to this model with no sense of anyone being threatened. The more people know about the PBA mode, the more comfortable they become. It is all about what can school districts do to improve. Non-negotiables need to be determined such as bullying policies etc. If a school district is doing well on performance, they may seek alternative standards in other areas. A non accredited school still means that they will not be funded. Time does not play the same role as in the current system. More work on the model will occur on July 22, 2011 with the subcommittee and then be moved forward to the entire task force July 26-27, 2011.

**Item 13            SUPERINTENDENT AND PRINCIPAL INTERNSHIP REPORT - Dr. Linda Vrooman Peterson**

The Office of Public Instruction provided to the Board of Public Education a report on the superintendent and principal internship program. The presentation included the following: (1) review of the Administrative Rules of Montana relating to superintendent and principal internships (ARM 10.55.702 (1)(b) & (2) and ARM 10.55.703); (2) general description of the internship program; and (3) other topics relating to the internship program. Dr. Linda Vrooman Peterson reviewed the history of the contentious public hearings that occurred prior to the final notice of amendment that was adopted in 1998 as the first round of the content standards and performance descriptors in reading and mathematics. Dr. Linda Vrooman Peterson distributed a document that shows the school year, endorsement description, district and internship campus for the Superintendent and Principal Internship Program. The intent of the rule is to help a school district who is in dire straits from hiring a qualified principal or superintendent find someone within their district to step into that position as an intern and work in that position with a 3 part agreement between the intern, the school district along with the school board, and an university with an educational leadership program. The University of Montana, Montana State University and Rocky Mountain College are the three universities with an educational leadership program in Montana. The intern themselves apply for enrollment. It was noted that most districts that use this internship are geographically isolated, small schools. The Board reviewed charts that displayed the number of superintendent and principal internship participants by region for school years 2009, 2010 and 2011 and the map of Montana's Regional Service Areas (RSA) and Comprehensive System of Professional Development Regions (CSPD I-V). Most of these internship programs occur in districts in eastern Montana. This is ultimately a local board of trustees' issue. Reviewed ARM 10.55.702 and particularly noted (a), (ii), and (iv). These internships are reported to the licensure division at the Office of Public Instruction by the university system and the programs are approved by the accreditation division. ARM 10.55.703 was reviewed and (a), (b), and (iv) were particularly noted. The remaining rules that were reviewed included: ARM 10.57.413, 10.57.414, 10.57.415, 10.57.416, 10.57.417, and 10.57.102. According to ARM 10.57.414 (2)(ii) a minimum of one year of administrative experience as defined in ARM 10.57.102(20) or a minimum of one year of a supervised Board of Public Education approved administrative internship as superintendent. Dr. Linda Vrooman Peterson stated that someone can be a practicing teacher and simultaneously be working on the principal or superintendent endorsement. Discussion ensued about the following: Meets the need of the smallest school districts; recruitment issue; supervising concerns; capacity issues; financial issues; county superintendents as mentors;

Schools of Promise; abuse; alternative pathways; capturing the intent; and revisions of the input standards of Chapter 55.

**Item 14 FEDERAL UPDATE - Nancy Coopersmith**

The update concerning federal issues included a discussion of the Adequate Yearly Progress, as required by the Elementary and Secondary Education Act (ESEA), process with Montana schools and districts. Reauthorization of the ESEA was explored, as well as the progress toward reauthorization of the Elementary and Secondary Education Act. The congressional federal budget process information included allocations for Montana for Federal Fiscal Year 2011, as well as the President's request for Federal Fiscal Year 2012. Ms. Nancy Coopersmith reported that State Superintendent Denise Juneau reported the most dramatic news in regard to the Federal Update with the U.S. Department of Education stating that Montana is out of compliance with No Child Left Behind. The Office of Public Instruction mailed the proposed determinations to districts and will be processing approximately 20 appeals. The law states that it may entertain an appeal if there is a statistical or other substantive reason to question the determination. Mistakes do occur, so a portion of the appeals may be granted. The reauthorization should have occurred 4 years ago. There are attempts at drafts of bills to change the law. Many state that the reauthorization will not occur until after the next presidential election. The Federal budget was briefly reviewed. The Office of Public Instruction is funded approximately 70% by federal funds. There is a decline in federal and state funds. As a result, there are major changes in workloads and reassignments. Ms. Nancy Coopersmith reminded the Board that the Federal Fiscal year of 2011 began October 1, 2010, and it was not settled until May 2011. Federal Fiscal Year of 2012 has not begun and the government must be funded by October 1<sup>st</sup> or it may need to shut down. Discussion ensued about whether or not more states will follow Montana's example about delaying the scheduled increase of the Annual Measurable Objectives (AMOs). It was noted that Montana is not in compliance of the law and the Office of Public Instruction needs to be accountable.

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**July 15, 2011 – Friday**  
**8:30 AM**

**No representation from the following ex-officio members and/or representatives: State Superintendent Denise Juneau; Governor's Education Advisor, Dan Villa; or Deputy Commissioner, John Cech.**

**PUBLIC COMMENT**

Ms. Norma Bixby, MIEA, invited the BPE to attend a meeting on the reauthorization of ESEA (Elementary and Secondary Education Act) scheduled for August 8, 2011 in Great Falls, MT. Montana needs to have a voice in changes or new language in ESEA that will better serve the educational needs of Indian students. The Senate Committee on Indian Affairs recently released S. 1262 – the Native Class Act and held a hearing July 11, 2011. This bill outlines the recommended changes for ESEA as developed by the National Congress of American Indians (NCAI) and the National Indian Education Association (NIEA).

**Item 15 ASSESSMENT UPDATE - Judy Snow**

1. Montana is a member of a 30-state assessment consortium which is funded by a Race to the Top award specifically for state consortia. This report provided information on the Smarter Balanced Assessment Consortium (SBAC).
2. During the 2009-2010 school year, Montana writing teachers piloted four online writing programs to determine their usefulness in formative assessment and professional development. At the end of the pilot, the participating teachers agreed on the attributes they considered important for an online writing program and determined that My Access by Vantage Learning most closely met those attributes. During the 2010-2011 school year, Montana writing teachers engaged in Phase 2 of the pilot with My Access. Phase 2 of the pilot was evaluated by an external source. This report presented the results of the evaluation.

Ms. Judy Snow reported that the consortium will develop a set of assessments for grades 3-8 and high

school in English language arts and mathematics aligned to the Common Core State Standards. The assessments will begin operation in the 2014-15 school year. Some of the advantages to a multi-state consortium are: wide range of expertise and experience; collective wisdom; work sharing and collaboration; less expense; greater flexibility; and better service. To remain in the consortium, each state needs to adopt the Common Core Standards by the end of 2011. The purpose is for all students to leave high school – college and career ready. The Common Core State Standards specify expectations for college and career readiness. The Common Core Standards are national, not federal. There are ten separately working work groups to achieve an accessible balanced assessment system with tools and processes for classrooms and schools. OPI is represented in two of the workgroups. Mr. Jim Gietzen, Division Administrator, Information Technology Services Division in the Technology Approach workgroup and Ms. Judy Snow is the co-chair of the Formative Processes and Tools/Professional Development. The state of Washington is the fiscal agent for the Consortium. Information about the SBAC can be found on Washington's website at [www.k12.wa.us/SMARTER](http://www.k12.wa.us/SMARTER).

### **8:51 AM State Superintendent Denise Juneau arrived**

Discussion ensued about the following: capacity concerns in technology; including LFD staff to BPE meetings; special needs students; funding, sustaining the costs; assessment demands on students and teachers; and professional development.

Phase 2 of the presentation was centered on the Montana OPI Online Writing Program for Formative Assessment Pilot Study. The purpose is to evaluate the feasibility of implementing My Access in diverse school settings, and use findings to inform future decisions of what features and function of online writing assessment products are most beneficial to Montana educators. Ms. Judy Snow reviewed the following: evaluation goals; participating sites; timeline; My Access overview; findings; usage; performance; and benchmark assessment results.

Phase 3 is to emphasize the best practices in formative assessment in writing classrooms and matching funds for licenses for Phase 2 educators. Discussion ensued about assessments driving instruction to meet the needs of students.

### **Item 16                   REPORT ON THE NOTICE OF PUBLIC HEARING RELATING TO THE PROPOSED ENGLISH LANGUAGE LEARNERS STANDARDS AND ADOPTION TIMELINE Judy Snow**

Montana English Language Proficiency (ELP) Standards and Timeline for Adoption: Information on the tentative action plan for adoption of ELP standards was presented at the December 2010 Board of Public Education meeting. The report at the May 2011 Board of Public Education meeting provided current information on proposed ELP standards and included a timeline and review of the standards with the goals being an action item in July to adopt notice of a proposed rule change and public hearing and ultimately a vote on adopting at the September 2011 meeting.

### **ACTION**

### **PUBLIC COMMENT**

***The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.***

### **Item 17                   RECOMMEND NOTICE OF PUBLIC HEARING RELATING TO THE PROPOSED ENGLISH LANGUAGE LEARNERS STANDARDS AND ADOPTION TIMELINE Judy Snow**

Montana English Language Proficiency (ELP) Standards and Timeline for Adoption: MAR Notice No. 10-54-254: Adopt notice of a proposed rule change and public hearing.

**Ms. Sharon Carroll moved: to adopt the timeline and the notice of public hearing on the proposed adoption of New Rules I through XI pertaining to English language proficiency (ELP) standards and performance descriptors. Mr. John Edwards seconded. Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.**

**Item 18           RECOMMEND DISAPPROVAL OF ALTERNATIVE TO STANDARDS REQUESTS  
Kelly Glass**

This presentation provided the Board of Public Education the report of disapproval of Alternative to Standards requests. The State Superintendent of Public Instruction recommends approval of the report as presented. The report was included. Ms. Kelly Glass reported that Bigfork School and 7-8 in Flathead County and Sidney Middle School in Richland County are recommended for disapproval.

**Mr. John Edwards moved: to approve the recommendation for disapproval of the alternative standard request as presented. Mr. Bernie Olson seconded.**

Ms. Sharon Carroll expressed her dismay with Sidney Middle School in Richland County for claiming that they could not meet the FTE requirement expressed in ARM 10.55.709 due to a lack of financial resources.

**Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.**

**Item 19           RECOMMEND APPROVAL OF ALTERNATIVE TO STANDARDS REQUESTS  
Kelly Glass**

This presentation provided the Board of Public Education the report of approval of Alternative to Standards requests. The State Superintendent of Public Instruction recommends approval of the report as presented. The report was included. Ms. Kelly Glass reported that East Glacier School in Glacier County and St. Ignatius K-12 Schools in Lake County are recommended for approval.

**Mr. John Edwards moved: to approve the recommendation for approvals of the alternative standard request as presented. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.**

**Item 20           INTENSIVE ASSISTANCE REPORT AND RECOMMENDATION FOR ACTION  
Kelly Glass**

This presentation provided to the Board of Public Education a progress report and recommendations regarding schools that have been in an intensive assistance cycle either in 2008-2009 or 2009-2010 due to continuing or serious deviations. The schools have all developed improvement plans approved by the BPE to address the deviations. The State Superintendent of Public Instruction provides annual recommendations to the BPE for accreditation status determinations for all Montana accredited schools. Over the past two years the state superintendent and the OPI's accreditation staff worked with the BPE to develop and implement a process that addresses these serious and continuing deviations fairly, consistently and with intention toward continuous education improvement. See the attached, "Accreditation Response Options for Continuing or Serious Deviations." The following schools were reviewed: Billings Public Schools; Butte Public Schools; Fairview Public Schools; Helena Public Schools; Independent School District; Northern Cheyenne Tribal School; Scobey Public Schools; and Whitefish Public School. Columbia Falls and the Montana School for the Deaf and Blind are in the process of presenting a plan to the OPI. The Office of Public Instruction will continue to monitor the progress of the schools.

**Mr. John Edwards moved: to approve the recommendation for schools in an intensive assistance cycle due to continuing or serious deviations. Mr. Bernie Olson seconded.**

The Board of Public Education will be in touch with the Office of Public Instruction in regard to a plan concerning the plan to resolve the deviations at the Montana School for the Deaf and Blind.

**Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.**

**Item 21           RECOMMENDATION OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO PREPARE THE NOTICE OF PUBLIC HEARING RELATING TO MONTANA K-12 CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY FOR HISTORY/SOCIAL STUDIES AND SCIENCE - Kris Goyins**

The Board of Public Education was asked to approve the State Superintendent of Public Instruction's recommendation to prepare the Notice of Public Hearing and adoption timeline relating to Montana K-12 Content Standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

**Mr. John Edwards moved: to approve the State Superintendent's recommendation to prepare the notice of public hearing and the adoption timeline relating to Montana K-12 Content Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Ms. Sharon Carroll seconded. Motion passed unanimously. Ms. Erin Williams, Ms. Lila Taylor, and Mr. Doug Cordier were not present for the vote.**

**Item 22           RECOMMENDATION OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO PREPARE THE NOTICE OF PUBLIC HEARING RELATING TO MONTANA K-12 CONTENT STANDARDS IN MATHEMATICS - Kris Goyins**

The Board of Public Education was asked to approve the State Superintendent of Public Instruction's recommendation to prepare the Notice of Public Hearing and adoption timeline relating to Montana K-12 Content Standards in Mathematics.

**Mr. John Edwards moved: to approve the State Superintendent's recommendation to prepare the notice of public hearing and the adoption timeline relating to Montana K-12 Content Standards in Mathematics. Ms. Sharon Carroll seconded. Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.**

**Item 23           MONTANA DIGITAL ACADEMY BOARD RECOMMENDATION - Robert Currie**

Mr. Robert Currie stated in Montana Code 20-7-1201 the trustee, the administrator and the teacher's position on the Montana Digital Academy Board are to be appointed by the Board of Public Education. Dr. Bruce Messinger left his position as Superintendent of Schools in Helena accepting a similar position out-of-state. His departure left a vacancy on the Governing Board of the Montana Digital Academy. The MTDA Board considered several qualified candidates for recommendation to the Board of Public Education. The file was narrowed to three Montana administrators: Mr. Joel Graves, Principal of Lincoln County High School; Mr. Rob Watson, Principal of Bozeman High School; and Mr. Tim Bronk, Superintendent of Laurel Public Schools. The MTDA Board recommended Mr. Joel Graves to fill the vacant MTDA Board position. Discussion ensued on the following: Number of instructors; responsiveness of the instructors; Mr. Dennis Parman as chair; Ms. Barb Fettig as vice-chair; and Mr. Joel Graves' experiences.

**Ms. Sharon Carroll moved: to appoint Mr. Joel Graves to the Montana Digital Academy Governing Board for the administrator position. Mr. Doug Cordier seconded. Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.**

**10: 55 AM State Superintendent Denise Juneau departed**

Discussion continued regarding the following: AP results; enrollment updates; over 5,000 enrolled; completion rates; and credit recovery completion rates.

#### **PRELIMINARY AGENDA ITEMS – September 8-9, 2011, Helena, MT**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
BPE Goal Review  
MACIE Update  
Superintendent Goals  
Assessment Update  
Federal Update  
Youth Risk Behavior Survey Update (Odd Years)  
Accreditation Report

#### **DISCUSSION**

##### **Item 27 MSDB COMMITTEE MEETING REPORT - Steve Gettel**

Discussion centered immediately about the services that children receive in public schools needs to be adequate and efficient. Mr. Steve Gettel believes that is the responsibility of the Board of Public Education and the Office of Public Instruction. He continued to state that he believes some services are really not adequate and we all need to engage in the discussion about what changes need to occur to ensure that all of our children's needs are being met adequately. Mr. Gettel also reported that it was suggested by Dr. Linda Vrooman Peterson to hire teachers who meet the standards for the core and to hire specialists that oversees how that material is being presented to meet the needs of the students. Mr. Steve Gettel questioned whether inclusion is working for the students at MSDB. Discussion continued regarding IEP standards and the majority of MSDB students are not literate at the high school level. The report continued with the following items: MSDB Annual Report; enrollment; MSDB Foundation; conference, meetings, and contacts; school calendar; student news; and summer programs. In regard to the budget, the MSDB will be facing the same challenges as the Board of Public Education in regard to retirements. The MSDB intends to go to the legislature for a supplemental because there is no contingency fund available for retirements. In regard to MSDB accreditation, Mr. Steve Meloy stressed that according to MCA 20-8-101 the Montana School for the Deaf and Blind must be conducted as a separate and independent unit and special school of the state of Montana under the general supervision, direction, and control of the Board of Public Education. Ms. Patty Myers, Mr. Steve Gettel, and the Office of Public Instruction will meet before the September BPE meeting to address the accreditation needs of MSDB.

#### **12:01 PM Closed Session**

**Item 24 MSDB SUPERINTENDENT PERFORMANCE EVALUATION & CONTRACT EXTENSION (CLOSED) - Patty Myers**

**Item 26 ESTABLISH EXECUTIVE STAFF SALARIES (CLOSED) - Patty Myers**

#### **1:20 PM Opened Session**

***Ms. Sharon Carroll moved: to renew Steve Gettel's contract for July 1, 2011 to June 30, 2013 at the salary of \$85,022. Mr. Bernie Olson seconded. Motion passed unanimously. Ms. Erin Williams and Ms. Lila Taylor were not present for the vote.***

Ms. Patty Myers will review the employment contracts with Ms. Peggy Davis from the Department of Administration. There was a consensus by the Board of Public Education to use the proposed MSDB Performance and Development Summary as presented by Ms. Carol Will. Ms. Patty Myers requested a copy of Steve Gettel's job description and prefers that electronic signatures are not used on personnel contracts. Ms. Sharon Carroll requested that contracts and job descriptions for the Executive Secretary and the Superintendent of the Montana School for the Deaf and Blind are included in the BPE's agenda packet.

**1:30 PM Closed Session**

**Item 25            BPE EXECUTIVE SECRETARY PERFORMANCE EVALUATION & CONTRACT  
EXTENSION (CLOSED) - Patty Myers**

**1:50 PM Opened Session**

No action occurred since Mr. Steve Meloy is retiring from the Board of Public Education and public service with the state of Montana.

**1:55 PM Meeting was adjourned by acclamation.**

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*The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.*

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	8%
ACCOUNT	FUND					CURR+PRIOR	
61101	01100	5,352.79	5,352.79			5,352.79	
61401	01100	389.93	389.93			389.93	
61402	01100	90.16	90.16			90.16	
61403	01100	696.35	696.35			696.35	
61404	01100	59.24	59.24			59.24	
61410	01100	18.73	18.73			18.73	
61411	01100	403.39	403.39			403.39	
TOTAL		1,657.80	1,657.80			1,657.80	
TOTAL		7,010.59	7,010.59			7,010.59	
62104	01100	298.50	298.50			298.50	
62199	01100	250.00	250.00			250.00	
TOTAL		548.50	548.50			548.50	
62212	01100	20.26	20.26			20.26	
62280	01100	91.14	91.14			91.14	
TOTAL		111.40	111.40			111.40	
62304	01100	675.32	675.32			675.32	
62489	01100	1,543.85	1,543.85			1,543.85	
62490	01100	341.00	341.00			341.00	
62497	01100	964.37	964.37			964.37	
TOTAL		2,849.22	2,849.22			2,849.22	
62528	01100	560.72	560.72			560.72	
62768	01100	67.76	67.76			67.76	
62878	01100	236.00	236.00			236.00	
TOTAL		5,048.92	5,048.92			5,048.92	
69301	01100	144.66	144.66			144.66	
69302	01100	3.82	3.82			3.82	
TOTAL		148.48	148.48			148.48	
TOTAL	FUND 01100 General Fund	12,207.99	12,207.99			12,207.99	
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	12,207.99	12,207.99			12,207.99	
PART-B BUDGET EXPENSE ACCOUNT SUMMARY							
ACCOUNT	FUND	PROG	SUB-CLS	ENCUMBERED	EXPENDED	BALANCE	%
61000	01100	2012	235H1	172,528.00	7,010.59	165,517.41	4
62000	01100	2012	235H1	43,245.00	5,048.92	38,196.08	12
69000	01100	2012	235H1	891.00	148.48	742.52	17
TOTAL SUB-CLS 235H1 ADMINISTRATION				216,664.00	12,207.99	204,456.01	6
TOTAL FUND 01100 General Fund				216,664.00	12,207.99	204,456.01	6
TOTAL PROGRAM 2012				216,664.00	12,207.99	204,456.01	6
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				216,664.00	12,207.99	204,456.01	6

ELAPSED TIME YTD: 8%

VENDOR NAME

VCHR-ID

AMOUNT

JRNL-ID

JRNL-LN

DATE

DESCRIPTION

ACCNT

TOTAL

486.62

7/11/2011

000004

PPE 7/1/2011

KM1

FY2012

4,866.17

5,352.79

7/15/11

KN1

ON-CYCLE

Regular

35.45

7/11/2011

354.48

7/15/11

KN1

ON-CYCLE

FICA

389.93

8.20

81.96

7/15/11

KN1

ON-CYCLE

Retirement - Other

90.16

696.35

5.38

7/11/2011

000013

PPE 7/1/2011

KM1

FY2012

53.86

59.24

7/15/11

KN1

ON-CYCLE

Workers Compensation Insur

1.70

7/11/2011

17.03

7/15/11

KN1

ON-CYCLE

State Unemployment Tax

18.73

36.67

366.72

7/11/2011

000019

PPE 7/1/2011

KM1

FY2012

403.39

298.50

7/07/2011

000001

Insurance & Bonds

General

250.00

10.13

10.13

00002503

USBANCORP EQUIPMENT FINANCE INC

July Lease

August Copier Lease

20.26

35.17

20.80

00002504

LEHRKINDS INC

Cable - July

July Water

91.14

675.32

99.00

00002494

HOLLY CAPP

Postage & Mailing

Mileage, Lodging, Meals

242.55

99.00

210.10

00002495

PATTY MYERS

Mileage, Lodging, Meals

Mileage, Lodging, Meals

124.30

221.10

547.80

00002497

BERNIE OLSON

Mileage, Lodging, Meals

Mileage, Lodging, Meals

1,543.85

52.00

00002498

ERIN WILLIAMS

Mileage, Lodging, Meals

Mileage, Lodging, Meals

00002499

DOUGLAS CORDIER

00002500

00002499

HOLLY CAPP

Mileage, Lodging, Meals

Mileage, Lodging, Meals

00002481

USBANCORP EQUIPMENT FINANCE INC

00002485

00002485

BRESNAN COMMUNICATIONS LLC

Program Expense

00002503

USBANCORP EQUIPMENT FINANCE INC

00002485

BRESNAN COMMUNICATIONS LLC

STATE OF MONTANA

REPORT ID: MTGL0106-0  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: JULY 2012

ORGANIZATION DETAIL REPORT  
 ORG: 1 - BOARD OF PUBLIC EDUCATION  
 MGR NAME: MELOY, STEVE

PAGE NO. 3  
 RUN DATE: 07/30/2011  
 RUN TIME: 01:59:49

ELAPSED TIME YTD: 8%

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62490	ACC2215142	07/18/2011	000067	Mileage, Lodging, Meals	52.00	00002495	PATTY MYERS
62490	ACC2215142	07/18/2011	000068	Mileage, Lodging, Meals	46.00	00002496	JOHN EDWARDS
62490	ACC2215142	07/18/2011	000069	Mileage, Lodging, Meals	52.00	00002497	BERNIE OLSON
62490	ACC2215142	07/18/2011	000070	Mileage, Meals	18.00	00002498	ERIN WILLIAMS
62490	ACC2215142	07/18/2011	000071	Mileage, Lodging, Meals	52.00	00002499	DOUGLAS CORDIER
62490	ACC2215142	07/18/2011	000072	Mileage, Lodging, Meals	69.00	00002500	SHARON CARROLL
TOTAL	62490	Non-Employee In State Meals			341.00		
62497	ACC2215142	07/18/2011	000079	Mileage, Lodging, Meals	175.34	00002494	HOLLY CAPP
62497	ACC2215142	07/18/2011	000080	Mileage, Lodging, Meals	175.34	00002495	PATTY MYERS
62497	ACC2215142	07/18/2011	000081	Mileage, Lodging, Meals	87.67	00002496	JOHN EDWARDS
62497	ACC2215142	07/18/2011	000082	Mileage, Lodging, Meals	175.34	00002497	BERNIE OLSON
62497	ACC2215142	07/18/2011	000083	Mileage, Lodging, Meals	175.34	00002499	DOUGLAS CORDIER
62497	ACC2215142	07/18/2011	000084	Mileage, Lodging, Meals	175.34	00002500	SHARON CARROLL
TOTAL	62497	Non-Employee In-State Lodging			964.37		
62528	ACC2205570	07/05/2011	000020	July Rent	560.72	00002483	SEB PARTNERSHIP
62768	ACC2205570	07/05/2011	000022	July Lease	67.76	00002481	USBANCORP EQUIPMENT FINANCE INC
62878	ACC2205570	07/05/2011	000026	July Parking	118.00	00002482	HELENA CITY OF TREASURER
62878	ACC2233301	07/27/2011	000011	August Parking	118.00	00002502	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			236.00		
69301	ACC2205570	07/05/2011	000027	July Lease	72.33	00002481	USBANCORP EQUIPMENT FINANCE INC
69301	ACC2233301	07/27/2011	000013	August Copier Lease	72.33	00002503	USBANCORP EQUIPMENT FINANCE INC
TOTAL	69301	Principal - Leases			144.66		
69302	ACC2205570	07/05/2011	000029	July Lease	1.91	00002481	USBANCORP EQUIPMENT FINANCE INC
69302	ACC2233301	07/27/2011	000016	August Copier Lease	1.91	00002503	USBANCORP EQUIPMENT FINANCE INC
TOTAL	69302	Interest - Leases			3.82		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				12,207.99		

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD:			
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	PRIOR YEAR	CURR+PRIOR		
61101 Regular	02122	3,748.66	3,748.66		3,748.66		
61401 FICA	02122	268.60	268.60		268.60		
61402 Retirement - Other	02122	69.96	69.96		69.96		
61403 Group Insurance	02122	733.00	733.00		733.00		
61404 Workers Compensation Insur	02122	57.75	57.75		57.75		
61410 State Unemployment Tax	02122	13.11	13.11		13.11		
61411 Teachers Retirement	02122	273.14	273.14		273.14		
TOTAL 61400 Employee Benefits		1,415.56	1,415.56		1,415.56		
TOTAL 61000 Personal Services		5,164.22	5,164.22		5,164.22		
TOTAL FUND 02122 Advisory Council		5,164.22	5,164.22		5,164.22		
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		5,164.22	5,164.22		5,164.22		
PART-B BUDGET EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD:			
ACCOUNT	FUND	PROG SUB-CLS	BUDGET	ENCUMBERED	BALANCE		
61000 Personal Services	02122	2012 235H1	112,918.00	5,164.22	107,753.78		
TOTAL SUB-CLS 235H1 ADMINISTRATION			112,918.00	5,164.22	107,753.78		
TOTAL FUND 02122 Advisory Council			112,918.00	5,164.22	107,753.78		
TOTAL PROGRAM 2012			112,918.00	5,164.22	107,753.78		
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY			112,918.00	5,164.22	107,753.78		
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2209641	07/11/2011	00005	PPE 7/1/2011 KM1 FY2012	340.79		
61101	PAY2232691	07/26/2011	00005	PPE 7/15/11 KN1 ON-CYCLE	3,407.87		
TOTAL	61101	Regular			3,748.66		
61401	PAY2209641	07/11/2011	00008	PPE 7/1/2011 KM1 FY2012	24.42		
61401	PAY2232691	07/26/2011	00008	PPE 7/15/11 KN1 ON-CYCLE	244.18		
TOTAL	61401	FICA			268.60		
61402	PAY2209641	07/11/2011	00011	PPE 7/1/2011 KM1 FY2012	6.36		
61402	PAY2232691	07/26/2011	00011	PPE 7/15/11 KN1 ON-CYCLE	63.60		
TOTAL	61402	Retirement - Other			69.96		
61403	PAY2232691	07/26/2011	00014	PPE 7/15/11 KN1 ON-CYCLE	733.00		
61404	PAY2209641	07/11/2011	00014	PPE 7/1/2011 KM1 FY2012	5.25		
61404	PAY2232691	07/26/2011	00017	PPE 7/15/11 KN1 ON-CYCLE	52.50		
TOTAL	61404	Workers Compensation Insur			57.75		
61410	PAY2209641	07/11/2011	00017	PPE 7/1/2011 KM1 FY2012	1.19		
61410	PAY2232691	07/26/2011	00020	PPE 7/15/11 KN1 ON-CYCLE	11.92		
TOTAL	61410	State Unemployment Tax			13.11		
61411	PAY2209641	07/11/2011	00020	PPE 7/1/2011 KM1 FY2012	24.83		
61411	PAY2232691	07/26/2011	00023	PPE 7/15/11 KN1 ON-CYCLE	248.31		

STATE OF MONTANA  
 ORGANIZATION DETAIL REPORT  
 ORG: 30 - Advisory Council Program 01  
 MGR NAME: MELOY,STEPHEN

REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: JULY 2012

PAGE NO. 2  
 RUN DATE: 07/30/2011  
 RUN TIME: 01:59:49

ELAPSED TIME YTD: 8%

AMOUNT 273.14  
 VCHR-ID  
 VENDOR NAME

5,164.22

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION  
 TOTAL 61411 Teachers Retirement

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 5,164.22

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	8%	
ACCOUNT							CURR+PRIOR		
61101	Regular	02219	139.71	139.71			139.71		
61301	Per Diem	02219	500.00	500.00			500.00		
61401	FICA	02219	9.69	9.69			9.69		
61402	Retirement - Other	02219	10.02	10.02			10.02		
61403	Group Insurance	02219	36.65	36.65			36.65		
61404	Workers Compensation Insur	02219	2.16	2.16			2.16		
61410	State Unemployment Tax	02219	0.49	0.49			0.49		
TOTAL	61400 Employee Benefits		59.01	59.01			59.01		
TOTAL	61000 Personal Services		698.72	698.72			698.72		
62104	Insurance & Bonds	02219	298.50	298.50			298.50		
62190	Printing/Pub & Graphics	02219	184.47	184.47			184.47		
TOTAL	62100 Other Services		482.97	482.97			482.97		
62212	Photo & Reproduction	02219	20.26	20.26			20.26		
62280	Program Expense	02219	91.14	91.14			91.14		
TOTAL	62200 Supplies & Materials		111.40	111.40			111.40		
62304	Postage & Mailing	02219	675.32	675.32			675.32		
62489	Non-Employee In State Mileage	02219	1,023.00	1,023.00			1,023.00		
62490	Non-Employee In State Meals	02219	234.00	234.00			234.00		
62497	Non-Employee In-State Lodging	02219	964.37	964.37			964.37		
TOTAL	62400 Travel		2,221.37	2,221.37			2,221.37		
62528	Rent-Non Dept of Admin	02219	560.71	560.71			560.71		
62768	Property Management Expenses	02219	67.75	67.75			67.75		
62801	Dues	02219	400.00	400.00			400.00		
62878	Parking Fees	02219	236.00	236.00			236.00		
TOTAL	62800 Other Expenses		636.00	636.00			636.00		
TOTAL	62000 Operating Expenses		4,755.52	4,755.52			4,755.52		
69301	Principal - Leases	02219	144.64	144.64			144.64		
69302	Interest - Leases	02219	3.82	3.82			3.82		
TOTAL	69300 Capital Leases		148.46	148.46			148.46		
TOTAL	FUND 02219 Research Fund		5,602.70	5,602.70			5,602.70		
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		5,602.70	5,602.70			5,602.70		
PART-B BUDGET EXPENSE ACCOUNT SUMMARY		FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000	Personal Services	02219	2012	235H1	10,000.00		698.72	9,301.28	7
62000	Operating Expenses	02219	2012	235H1	64,111.00		4,755.52	59,355.48	7
69000	Debt Service	02219	2012	235H1	891.00		148.46	742.54	17
TOTAL SUB-CLS 235H1 ADMINISTRATION					75,002.00		5,602.70	69,399.30	7
TOTAL FUND 02219 Research Fund					75,002.00		5,602.70	69,399.30	7
TOTAL PROGRAM 2012					75,002.00		5,602.70	69,399.30	7

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 ACCOUNT TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 FUND PROG SUB-CLS BUDGET EXPENDED TIME YTD: 8%  
 75,002.00 5,602.70 BALANCE %  
 69,399.30 7

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	EXPENDED	TIME YTD:	8%
TOTAL PART-B	BUDGET	EXPENSE	ACCOUNT	SUMMARY		BALANCE	%
TOTAL	61101	Regular				69,399.30	7
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
61101	ACC2215142	07/11/2011	000006	PPE 7/1/2011 KM1 FY2012	12.70		
61101	ACC2209641	07/11/2011	000006	PPE 7/1/2011 KM1 FY2012	127.01		
TOTAL	61101	Regular			139.71		
61301	ACC2215142	07/18/2011	000043	Per Diem	100.00		
61301	ACC2215142	07/18/2011	000044	Per Diem	150.00		
61301	ACC2215142	07/18/2011	000045	Per Diem	100.00		
61301	ACC2215142	07/18/2011	000046	Per Diem	150.00		
TOTAL	61301	Per Diem			500.00		
61401	PAY2209641	07/11/2011	000009	PPE 7/1/2011 KM1 FY2012	0.88		
61401	PAY2232691	07/26/2011	000009	PPE 7/15/11 KN1 ON-CYCLE	8.81		
TOTAL	61401	FICA			9.69		
61402	PAY2209641	07/11/2011	000012	PPE 7/1/2011 KM1 FY2012	0.91		
61402	PAY2232691	07/26/2011	000012	PPE 7/15/11 KN1 ON-CYCLE	9.11		
TOTAL	61402	Retirement - Other			10.02		
61403	PAY2232691	07/26/2011	000015	PPE 7/15/11 KN1 ON-CYCLE	36.65		
61404	PAY2209641	07/11/2011	000015	PPE 7/1/2011 KM1 FY2012	0.20		
61404	PAY2232691	07/26/2011	000018	PPE 7/15/11 KN1 ON-CYCLE	1.96		
TOTAL	61404	Workers Compensation Insur			2.16		
61410	PAY2209641	07/11/2011	000018	PPE 7/1/2011 KM1 FY2012	0.04		
61410	PAY2232691	07/26/2011	000021	PPE 7/15/11 KN1 ON-CYCLE	0.45		
TOTAL	61410	State Unemployment Tax			0.49		
62104	0002206557	07/07/2011	000002	Insurance & Bonds	298.50		
62190	0002232758	07/26/2011	000001	Printing/Pub & Graphics	184.47		
62212	ACC2205570	07/05/2011	000017	July Lease	10.13		
62212	ACC2233301	07/27/2011	000009	August Copier Lease	10.13		
TOTAL	62212	Photo & Reproduction			20.26		
62280	ACC2205570	07/05/2011	000019	Cable - July	35.17		
62280	ACC2234458	07/28/2011	000006	July Water	20.80		
62280	ACC2234458	07/28/2011	000008	Cable, August	35.17		
TOTAL	62280	Program Expense			91.14		
62304	0002234605	07/29/2011	000002	Postage & Mailing	675.32		
62489	ACC2215142	07/18/2011	000047	Mileage, Lodging, Meals	192.50		
62489	ACC2215142	07/18/2011	000048	Mileage, Lodging, Meals	141.90		
62489	ACC2215142	07/18/2011	000049	Mileage, Lodging, Meals	127.60		
62489	ACC2215142	07/18/2011	000050	Mileage, Lodging, Meals	246.40		

VENDOR NAME  
 DIANNE BURKE  
 PATTY MYERS  
 JOHN EDWARDS  
 BERNIE OLSON  
 USBANCORP EQUIPMENT FINANCE INC  
 USBANCORP EQUIPMENT FINANCE INC  
 BRESNAN COMMUNICATIONS LLC  
 LEHRKINDS INC  
 BRESNAN COMMUNICATIONS LLC  
 CYNTHIA G ODELL  
 DIANNE BURKE  
 JANICE BISHOP  
 PATTY MUIR

STATE OF MONTANA

REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: JULY 2012

ORGANIZATION DETAIL REPORT  
 ORG: 50 - Research Program 01  
 MGR NAME: MELOY,STEPHEN

PAGE NO. 3  
 RUN DATE: 07/30/2011  
 RUN TIME: 01:59:49

ELAPSED TIME YTD: 8%

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62489	ACC2215142	07/18/2011	000051	Mileage, Lodging, Meals	216.70	00002492	SHARON APPELEGATE
62489	ACC2215142	07/18/2011	000052	Mileage, Lodging, Meals	97.90	00002493	TAMMY LACEY
TOTAL	62489	Non-Employee In State Mileage			1,023.00		
62490	ACC2215142	07/18/2011	000060	Mileage, Lodging, Meals	46.00	00002488	CYNTHIA G ODELL
62490	ACC2215142	07/18/2011	000061	Mileage, Lodging, Meals	28.00	00002489	DIANNE BURKE
62490	ACC2215142	07/18/2011	000062	Mileage, Lodging, Meals	40.00	00002490	JANICE BISHOP
62490	ACC2215142	07/18/2011	000063	Mileage, Lodging, Meals	46.00	00002491	PATTY MUIR
62490	ACC2215142	07/18/2011	000064	Mileage, Lodging, Meals	46.00	00002492	SHARON APPELEGATE
62490	ACC2215142	07/18/2011	000065	Mileage, Lodging, Meals	28.00	00002493	TAMMY LACEY
TOTAL	62490	Non-Employee In State Meals			234.00		
62497	ACC2215142	07/18/2011	000073	Mileage, Lodging, Meals	175.34	00002488	CYNTHIA G ODELL
62497	ACC2215142	07/18/2011	000074	Mileage, Lodging, Meals	175.34	00002489	DIANNE BURKE
62497	ACC2215142	07/18/2011	000075	Mileage, Lodging, Meals	175.34	00002490	JANICE BISHOP
62497	ACC2215142	07/18/2011	000076	Mileage, Lodging, Meals	175.34	00002492	SHARON APPELEGATE
62497	ACC2215142	07/18/2011	000077	Mileage, Lodging, Meals	175.34	00002491	PATTY MUIR
62497	ACC2215142	07/18/2011	000078	Mileage, Lodging, Meals	87.67	00002493	TAMMY LACEY
TOTAL	62497	Non-Employee In-State Lodging			964.37		
62528	ACC2205570	07/05/2011	000021	July Rent	560.71	00002483	SEB PARTNERSHIP
62768	ACC2205570	07/05/2011	000023	July Lease	67.75	00002481	USBANCORP EQUIPMENT FINANCE INC
62801	ACC2205570	07/05/2011	000024	NASDTEC Dues	400.00	00002484	NATIONAL ASSOCIATION OF STATE DIRECTORS
62878	ACC2205570	07/05/2011	000025	July Parking	118.00	00002482	HELENA CITY OF TREASURER
62878	ACC2233301	07/27/2011	000012	August Parking	118.00	00002502	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			236.00		
69301	ACC2205570	07/05/2011	000028	July Lease	72.32	00002481	USBANCORP EQUIPMENT FINANCE INC
69301	ACC2233301	07/27/2011	000014	August Copier Lease	72.32	00002503	USBANCORP EQUIPMENT FINANCE INC
TOTAL	69301	Principal - Leases			144.64		
69302	ACC2205570	07/05/2011	000030	July Lease	1.91	00002481	USBANCORP EQUIPMENT FINANCE INC
69302	ACC2233301	07/27/2011	000015	August Copier Lease	1.91	00002503	USBANCORP EQUIPMENT FINANCE INC
TOTAL	69302	Interest - Leases			3.82		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				5,602.70		

Draft 8/22/2011

**BOARD OF PUBLIC EDUCATION**  
**ANNUAL AGENDA CALENDAR September 2011 – November 2012**  
(Proposed Items from OPI are in italics – C symbolizes Consent Agenda)

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**SEPTEMBER 8-9, 2011**

**HELENA**

Set Annual Agenda Calendar - C  
Election of Board Officers  
Committee Appointments - C  
BPE Goal Review - C  
MACIE Update  
*Superintendent Goals*  
*Assessment Update*  
*Federal Update*  
*MACIE Renewal (Even Years) - C*  
*Youth Risk Behavior Survey Update (Odd Years)*  
*School Climate*  
*Accreditation Report*

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**NOVEMBER 3-4, 2011**

**HELENA**

MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting  
*Assessment Update*  
*Federal Update*  
*Alternative Standards Requests*  
*Accreditation Report*  
*Annual Renewal Unit Providers (List) - C*

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**JANUARY 19-20, 2012**

**HELENA**

Exiting Board Member-Last Meeting  
*Transportation Report*  
MACIE Update  
*Annual School Food Services Report*  
*Assessment Update*  
*Federal Update*  
*Accreditation Report*  
*5 YCEP Process Update*  
*Educator Preparation Program Report*

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**MARCH 8-9, 2012**

**HELENA**

CSPAC Appointments  
*BASE Aid Payment Schedule*  
*Assessment Update*  
*Alternative Standards Request & Renewals*  
MACIE Update  
*Federal Update*  
*Accreditation Report*  
*Annual School Food Services Report*  
**Executive Secretary Performance Evaluation &  
Contract Extension Discussion**  
**MSDB Superintendent Performance Evaluation &  
Contract Extension Discussion**  
**Establish Executive Staff Salaries**

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**MAY 10-11, 2012**

**GREAT FALLS**

CSPAC Appointments  
Student Representative Last Meeting  
BASE Aid Payment Schedule – C  
Assessment Update  
Alternative Standards Request & Renewals  
MACIE Update  
Federal Update

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**JULY 11-13, 2012**

**HELENA**

Strategic Mtg.–Review Bylaws & Operational Rules  
CSPAC/BPE Joint meeting  
Annual CSPAC Report  
MACIE Update  
*Annual GED Report*  
*Special Education Report*  
*Assessment Update*  
*Federal Update*  
*Accreditation Report*

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**SEPTEMBER 13-14, 2012**

**TBD**

Set Annual Agenda Calendar - C  
Election of Board Officers  
Committee Appointments - C  
BPE Goal Review - C  
MACIE Update  
*Superintendent Goals*  
*Assessment Update*  
*Federal Update*  
*MACIE Renewal (Even Years) - C*  
*Youth Risk Behavior Survey Update (Odd Years)*  
*School Climate*  
*Accreditation Report*

---

**NOVEMBER 8-9, 2012**

**HELENA**

MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting  
*Assessment Update*  
*Federal Update*  
*Alternative Standards Request*  
*Accreditation Report*  
*Annual Renewal Unit Providers (List) - C*

# **Proposed Board of Public Education Meeting Schedule**

## **2014**

**January 16-17, 2014**

**March 13-14, 2014**

**May 15-16, 2014**

**July 9-11, 2014**

**September 11-12, 2014**

**November 13-14, 2014**

## **2015**

**January 15-16, 2015**

**March 12-13, 2015**

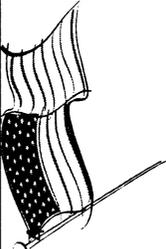
**May 14-15, 2015**

**July 8-10, 2015**

**September 10-11, 2015**

**November 12-13, 2015**

# July 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1	2
3		5	6	7	8 MSDB Committee Conference Call - Patty, Bernie, and Steve	9
10	11	12	CSPAC Meeting BPE Strategic Planning - 1:00	14 Joint BPE/CSPAC meeting and BPE Meeting	15	16
17	18	19	20	21	22 Chapter 55 - Pete, Steve, and Patty	23
24	25 Leadership Team Chapter 55 - Patty and Pete	BPE Staff Meeting with BPE Chair - Patty, Steve, Pete, Carol and Anneliese	27 Chapter 55 - Patty, Steve, and Pete	28 Healthy Schools Network - Steve	29	30
31	Notes:					

# August 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1	2 MSDB Accreditation Meeting - Great Falls -	3 Council of Deans - Great Falls - Pete and Patty	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 English Language Proficiency Hearing - 10:00	25	26	27
28	29	30	31	Notes:		

# September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1	2	3
4	5	6	7	8 BPE Meeting - Helena, MT	9	10
11	12	13 Chapter 55 - Red Lion - Helena - Pete and Patty	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29 Code of Ethics - Pete	30	Notes:

**Board of Public Education**  
**Committee Assignments**  
2011-2012

**STANDING COMMITTEES**

**Executive Committee**

Patty Myers, Chair  
Sharon Carroll, Vice Chair  
~~Steve Meloy, Secretary (ex-officio)~~  
Peter Donovan

**Accreditation Committee**

John Edwards, Chair  
Bernie Olson, Member  
Erin Williams, Member  
~~Tim Seery, Member~~  
Lila Taylor, Member

**Licensure Committee**

Sharon Carroll, Chair  
~~Gisele Forrest, Member~~  
Lila Taylor, Member

**MSDB Committee**

Patty Myers, Chair  
~~Cal Gilbert, Member~~  
Bernie Olson, Member

**Government Affairs Committee**  
**(NASBE Delegate)**

~~Patty Myers, Chair~~

**Legislative Committee**

Bernie Olson, Chair  
John Edwards, Member  
Doug Cordier, Member  
~~Tim Seery, Member~~

**Assessment Committee**

Sharon Carroll, Chair  
~~Cal Gilbert, Member~~

**ADVISORY GROUP LIAISONS**

Sharon Carroll, CSPAC  
~~Cal Gilbert, MACIE~~  
Doug Cordier, MACIE  
Patty Myers, MSDB Foundation

**TASK FORCE**

**Chapter 55**

John Edwards  
Patty Myers

**Indian Education for All**

Doug Cordier  
~~Cal Gilbert, Chair~~  
~~Gisele Forrest, Member~~

**Distance Learning/Montana Digital Academy**

Patty Myers, Chair

**STATE BOARD OF EDUCATION**

**Kindergarten to College Workgroup**

~~Steve Meloy~~  
~~Bernie Olson~~  
~~Erin Williams~~

**LEGISLATIVE COMMITTEE**

**Education and Local Government**  
**Interim K-12 Subcommittee**

Patty Myers  
Sharon Carroll  
~~Steve Meloy~~  
Peter Donovan

## **Highlights of the July 13-14, 2011 CSPAC Meeting**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on July 13-14, 2011 at the Montana State Capitol in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Ms. Sharon Applegate, Teacher, Kalispell; Vice-Chair, Mr. Jon Runnalls, Teacher, East Helena; Ms. Patty Muir, K-12 Specialist, Laurel; Dr. Cindy O'Dell, Department Head, Education Department, Salish Kootenai College; Ms. Tammy Lacey, Administrator, Great Falls; Ms. Janice Bishop, Teacher, Missoula; Ms. Dianne Burke, Trustee, Frenchtown.

Meeting attendees included: Dr. Linda Peterson, OPI; Ms. Elizabeth Keller, OPI; Mr. Dennis Parman, OPI; Ms. Ann Gilkey, OPI; Mr. Marco Ferro, MEA-MFT; Mr. Bob Vogel, MTSBA; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

### **Correspondence**

An article from the University of Montana alumni magazine, The Montanan, highlighting how the Montana Digital Academy has benefited both students and educators from across the state was included. One student featured, Ms. Darby Lacey, is the daughter of CSPAC school administrator member Ms. Tammy Lacey.

### **Executive Committee**

Ms. Applegate introduced the two newest CSPAC members. Dr. Cindy O'Dell of Salish Kootenai College has been appointed to the Post Secondary Education position. Ms. Dianne Burke of Frenchtown has been appointed to the Trustee position. The Council moved to elect its officers. Ms. Applegate was reappointed as CSPAC Chair. Mr. Runnalls was reappointed as CSPAC Vice Chair. Committee appointments followed. All existing committee members remained the same while the two new Council members were placed on the Pre-Professional Preparation and Development Committee. The committees then met briefly to discuss goals and areas of concentration they would like the committee, to focus on and possibly the full Council, during upcoming meetings. The Council then set its annual calendar and goals. Discussion ensued concerning educator confidentiality in discipline cases.

### **Board of Public Education Report**

Mr. Meloy informed the Council of the bill that passed this past Session calling for a review of all state advisory councils. He will work with Mr. Donovan to prepare testimony supporting the importance of and need for CSPAC. Mr. Meloy then spoke about the Interim and Local Government Committee's interest in the Board. Work the Chapter 55 Task Force has accomplished and their future goals were also discussed. Mr. Meloy announced to the Council they are invited to attend the Board's Strategic Planning Session following the conclusion of the CSPAC meeting, where the CSAPC budget would be one of the topics of discussion. Mr. Meloy concluded the report by announcing to the Council he has accepted a position with another employer. Discussion ensued surrounding CSPAC's future, Chapter 55, and value added achievement scores.

### **Administrative Officer's Report**

Mr. Donovan reviewed all the meetings and conferences he has attended since the March 3, 2011 CSPAC meeting. He praised Mr. Meloy for the work he has done while in his position. The OPI School Staffing Project continues to move forward. Ms. Elizabeth Keller stated Mr. Dean Hupp has been contracted to work on the project that tracks teacher employment and retention across Montana.

### **Montana Commission on Teaching Committee Report**

Ms. Muir announced this year's mentor institute will take place August 7-8, in Bozeman and discussed what will be presented at the institute.

### **Amendments to ARM Title 10 Chapter 57, Part 6**

Ms. Ann Gilkey of OPI came to speak to the Council on some proposed changes she would like to see made to part 6 of Chapter 57 in the Administrative Rules of Montana. The proposed changes were presented to the Board at its May meeting. Ms. Gilkey discussed each change by rule number and the reasoning behind each. Discussion ensued surround the request Ms. Gilkey has made that the Code of Ethics be placed in rule as a way to help ensure educators are both aware of and abide by the Codes. The Council also discussed the draft Code and if further revisions need to be made. It was determined more members of the education community would be involved at the next Licensure and Endorsement Committee meeting to help ensure the language is broad enough to stand the test of time. The Council voted to continue work on the draft in committee.

## **OPI Update**

Dr. Linda Peterson turned the floor over to Deputy Superintendent Dennis Parman who spoke about performance based accreditation. Currently, assessment studies focus only on input standards, but they are working on blending these with performance based accreditation, allowing them to look also at drop-out and graduation rates and eventually average daily attendance. Five levels of performance will help separate schools by graduation. The Council discussed funding.

## **Update on Possible Area of Permissive Specialized Competency in Dance**

Ms. Kaufman updated the Council on what she has done since she last spoke with them during the January 13, 2011 CPSAC meeting. Ms. Kaufman had worked with Dr. Peterson at OPI to help reconstruct the draft language to include Indian Education for All and include broader language. Council members asked about the availability of dance programs at institutions that also have teacher preparation programs in Montana. The Council voted to recommend the language as amended for approval by the Board of Public Education.

## **Common Core State Standards Update**

Ms. Nancy Coopersmith of OPI came to update the Council on the National Common Core State Standards. The Board would consider taking action on the timeline which dictates when and what the next steps the state will take to implement these standards at its July 14, 2011 meeting. A hearing date for the proposed standards has been set for October 24<sup>th</sup> and a final decision on adoption will take place at the November Board meeting. Ms. Coopersmith discussed the phases that will happen in the upcoming school years as the standards are gradually implemented into schools. An out-of-state analyst compared the Montana standards to the Common Core standards and felt the language in the Common Core were stronger in certain areas. A result of this study was presented to the Council. Discussion ensued surrounding assessment.

## **Licensure and Endorsement Committee Report**

The Council returned to discuss the draft Code of Ethics once more. Ms. Lacey explained the draft codes are divided up into three main principles with more specific ethical expectations listed under each. The Council pondered the need for a section directed at technology and exactly how broad or narrow the language should be.

## **Plan for Future Conferences**

The Montana Educator Forum is scheduled for September 30, 2011 in Helena. Mr. Marco Ferro of MEA-MFT spoke about the new format for this year's conference and encourages communities to bring teams to increase participation.

## **Future Agenda Items**

The Council is scheduled to meet October 27-28, 2011 at a place that has yet to be determined. It will review its by-laws and hold its annual joint meeting with the Council of Deans of Education on that date.

## **Public Comment**

Ms. Keller spoke in regards to the revision to the Code of Ethics, suggesting looking at what other states are doing to address the need to educate teachers about the codes.

## **Joint CSPAC/BPE Meeting July 14, 2011**

The Board of Public Education met with the Council on the morning of July 14<sup>th</sup> for their annual joint meeting. Ms. Applegate reviewed the CSPAC Annual Report and highlighted some of the goals they would like to pursue further in the upcoming year, as well as some of the highlights of the July 13, 2011 CSPAC meeting. She was then joined by Mr. Donovan and Board member Ms. Sharon Carroll to discuss the NASDTEC Annual Conference, which was attended by all three. Learning what other states are doing helped the group understand how education agencies are addressing professional practice throughout the nation. The Council and Board then entered into an extensive discussion surrounding the revised draft language to the Professional Educators' Code of Ethics and the proposed draft language that would place the Codes in rule. While some believe this would enable the Board to enforce the Codes better, others feel this would give CSPAC the ability to alter rule, a role CSPAC does not have by statute. Ms. Gilkey then discussed a number of other amendments she would like seen make to ARM 10.57 part 6 including posting of the Board's ruling against an educator's license on the OPI website. The Board staff took the opportunity to discuss to the two groups the financial difficulties the Board is facing and the possibility of raising the teacher licensure fees to fund CSPAC.

Please contact the CSPAC office to request copies of the highlights from previous CSPAC meetings by visiting us at our website: [bpe.mt.gov](http://bpe.mt.gov).

**2011 Montana Legislature**  
[Additional Bill Links](#) [PDF version](#)



HOUSE BILL NO. 142  
INTRODUCED BY D. SANDS

AN ACT REVISING LAWS RELATING TO LEGISLATIVE INTERIM COMMITTEES AND REPORTS TO THE LEGISLATURE; REQUIRING INTERIM COMMITTEES TO REVIEW STATUTORILY ESTABLISHED ADVISORY COUNCILS AND REQUIRED REPORTS OF THEIR ASSIGNED AGENCIES TO MAKE RECOMMENDATIONS REGARDING RETENTION OR ELIMINATION; REVISING REQUIREMENTS RELATING TO REPORTS TO THE LEGISLATURE; AND AMENDING SECTIONS 5-5-215 AND 5-11-210, MCA.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

**Section 1.** Section 5-5-215, MCA, is amended to read:

**"5-5-215. Duties of interim committees.** (1) Each interim committee shall:

- (a) review administrative rules within its jurisdiction;
- (b) subject to 5-5-217(3), conduct interim studies as assigned;
- (c) monitor the operation of assigned executive branch agencies with specific attention to the following:
  - (i) identification of issues likely to require future legislative attention;
  - (ii) opportunities to improve existing law through the analysis of problems experienced with the application of the law by an agency; and
  - (iii) experiences of the state's citizens with the operation of an agency that may be amenable to improvement through legislative action;
- (d) review statutorily established advisory councils and required reports of assigned agencies to make

recommendations to the next legislature on retention or elimination of any advisory council or required reports pursuant to 5-11-210;

~~(d)~~(e) review proposed legislation of assigned agencies or entities as provided in the joint legislative rules; and

~~(e)~~(f) accumulate, compile, analyze, and furnish information bearing upon its assignment and relevant to existing or prospective legislation as it determines, on its own initiative, to be pertinent to the adequate completion of its work.

(2) Each interim committee shall prepare bills and resolutions that, in its opinion, the welfare of the state may require for presentation to the next regular session of the legislature.

(3) The legislative services division shall keep accurate records of the activities and proceedings of each interim committee."

**Section 2.** Section 5-11-210, MCA, is amended to read:

**"5-11-210. Clearinghouse for reports to legislature.** (1) For the purposes of this section, "report" means a written report required by law to be given to or filed with the legislature.

(2) On or before September 1 of each year preceding the convening of a regular session of the legislature, an entity required to report to the legislature shall provide, in writing, to the appropriate interim or statutory committee:

(a) the final title of the report;

(b) an abstract or description of the contents of the report, not to exceed 100 words;

(c) if the report is available electronically, its location on the internet; and

~~(e)~~(d) a recommendation on how many paper copies of the report, if any, should be provided to the legislature;

~~—(d) the reasons why the number of copies recommended is, in the opinion of the reporting entity, the appropriate number of copies; and~~

~~—(e) an estimated cost for each copy of the report.~~

(3) After considering all of the information available about the report, including the number of legislators requesting copies of the report pursuant to subsection (7), the appropriate interim or statutory committee shall, in writing, direct the reporting entity to provide a specific number of paper copies. The number of copies required is at the sole discretion of the appropriate interim or statutory committee. The appropriate interim or statutory committee may require the reporting entity to mail the copies of the report.

(4) The appropriate interim or statutory committee may require that the report be submitted in an electronic

format that is usable on the legislature's current computer hardware, or in a ~~microform, such as microfilm or microfiche, or in a CD-ROM format, meaning compact disc read-only memory~~ digital form.

(5) Costs of preparing and distributing a report to the legislature, including writing, printing, postage, distribution, and all other costs, accrue to the reporting agency. Costs incurred in meeting the requirements of this section may not accrue to the legislative services division.

(6) The executive director of the legislative services division shall cause to be prepared a list of all reports required to be presented to the legislature from the list of titles received under subsection (2).

(7) The executive director shall, as soon as possible following a general election, ~~mail~~ provide to each holdover senator, senator-elect, and representative-elect a list of the titles of the reports, along with the abstracts prepared pursuant to subsection (2)(b), and the location of electronic copies. ~~The list must include a form on which each member or member-elect receiving the list may indicate the report or reports that the member or member-elect would like to receive.~~

(8) The executive director of the legislative services division shall ~~make~~ provide copies of reports requested pursuant to subsection (7) ~~available~~ to those members or members-elect by either requiring that copies be mailed pursuant to subsection (3) or by delivering copies of the reports during the first week of the legislative session.

(9) The executive director of the legislative services division may keep as many copies of a report as are necessary and ~~discard the rest~~ or return them to the agency.

(10) The procedure outlined in this section may also be used for a report required to be made to the legislature under the Multistate Tax Compact contained in 15-1-601, the Vehicle Equipment Safety Compact contained in 61-2-201, the Multistate Highway Transportation Agreement contained in 61-10-1101, or the Western Interstate Nuclear Compact contained in 90-5-201.

(11) Each report to the legislature required under 17-6-230, 19-2-405, 19-2-407, and 19-20-201 must be provided to the legislative services division as soon as the report is published. The legislative services division shall ensure that legislators are notified pursuant to this section of the report's availability. During the interim, the legislative services division shall ensure that members of the state administration and veterans' affairs interim committee and the legislative finance committee receive copies of the reports."

- END -

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**Latest Version of HB 142 (HB0142.ENR)**

Processed for the Web on March 25, 2011 (12:11pm)

New language in a bill appears underlined, deleted material appears stricken.

Sponsor names are handwritten on introduced bills, hence do not appear on the bill until it is reprinted.

See the [status of this bill](#) for the bill's primary sponsor.

[Status of this Bill](#) | [2011 Legislature](#) | [Leg. Branch Home](#)

[All versions of all bills \(PDF format\)](#)

[Authorized print version of this bill \(PDF format\)](#)

[ [NEW SEARCH](#) ]

Prepared by Montana Legislative Services

(406) 444-3064

**ITEM 3**

**STATE SUPERINTENDENT'S REPORT**

**State Superintendent Denise Juneau**

**ITEM 4**

**COMMISSIONER OF HIGHER  
EDUCATION'S REPORT**

**Deputy Commissioner, Academic Research  
& Student Affairs Sylvia Moore**

**ITEM 5**

**GOVERNOR'S OFFICE REPORT**

**Dan Villa**

**ITEM 6**

**STUDENT REPRESENTATIVE'S REPORT**

**Holly Capp**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** Montana Advisory Council on Indian Education (MACIE) Report
- PRESENTER:** Norma Bixby  
MACIE Chair  
Office of Public Instruction
- OVERVIEW:** Report on September 7, 2011 MACIE meeting. Agenda items include update on Indian Education Division activities and status of re-authorization of ESEA; agenda has not been finalized.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

**PRESENTATION:** School Improvement Grants Update

**PRESENTER:** Mandy Smoker Broaddus  
School Transformation Director  
Office of Public Instruction

**OVERVIEW:** This presentation will include an update on Year 1 School Improvement Grant (SIG) activities in Frazer, Lame Deer, Pryor and Lodge Grass, including achievement data, as well as a review of Year 2 reorganization and priorities. The SIG is funded by ESEA Title I and serves the persistently lowest performing schools in our state.

**REQUESTED DECISION(S):**

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** None. This is an informational agenda item.

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** Graduation Matters Montana
- PRESENTER:** Deborah Halliday  
Policy Advisor to the Superintendent - Community Learning Partnerships  
Office of Public Instruction
- OVERVIEW:** Graduation Matters Montana is a new initiative of the OPI, which seeks to: (1) Increase the rate of Montana students graduating from high school ready for college and the 21st century workforce; (2) Establish a support network between schools, businesses, and community organizations for student success; and (3) Create school-based and community-based opportunities to inspire students to stay in school and graduate
- REQUESTED DECISION(S):** None - informational
- OUTLYING ISSUE(S):** None - informational
- RECOMMENDATION(S):** None - informational



***Graduation  
Matters  
Montana***

**[opi.mt.gov](http://opi.mt.gov)**

**Deborah Halliday  
Policy Advisor  
Community Learning Partnerships  
444-3559  
[dhalliday@mt.gov](mailto:dhalliday@mt.gov)**

# Initiative Objectives

- 1:** Increase the rate of Montana students graduating from high school ready for college and the 21st century workforce
- 2:** Establish a support network between schools, businesses, and community organizations for student success
- 3:** Create school-based and community-based opportunities to inspire students to stay in school and graduate

# Montana Data

**About 2,000 students drop out of our schools every year**

**This number is gradually decreasing**

**Our state's larger communities ("AA Districts") have half the population of students who drop out**

**Montana's American Indian students disproportionately drop out of school**

# 2011 Legislative Priorities

**SB 44:** Raise the legal drop out age from 16 to 18

**SB 141:** Establish minimal anti-bullying policy standards to emphasize consistency, access and transparency



# Sharing What Works

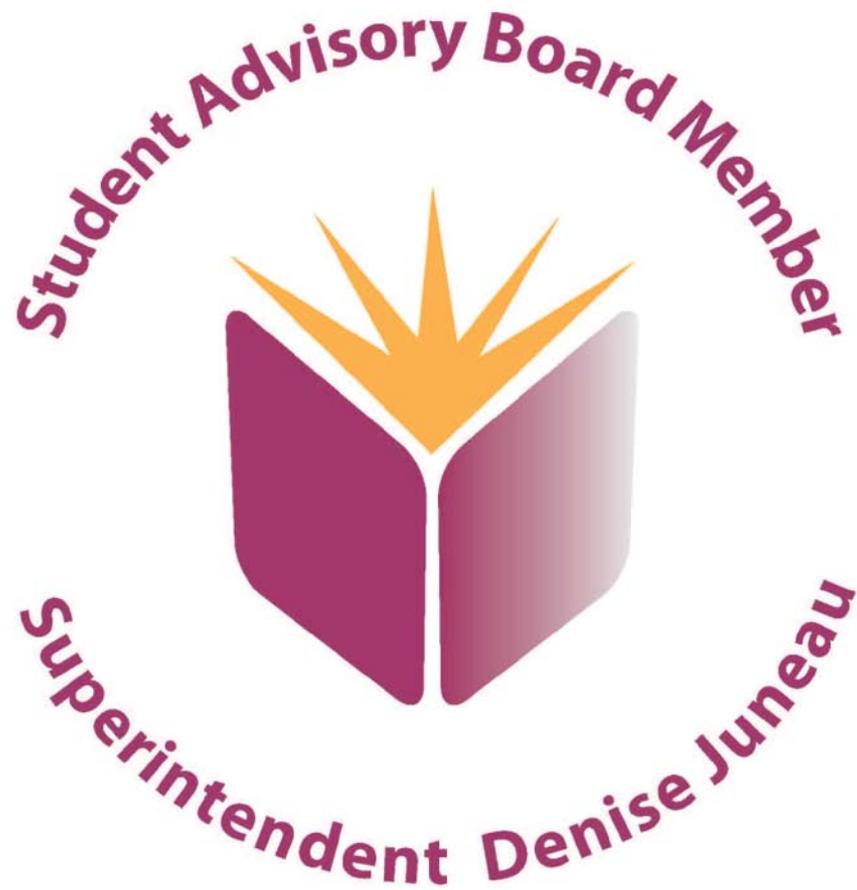
**1:** AA Summits

**2:** OPI Graduation Matters website:  
[Graduation Matters Montana](https://www.opi.mt.gov/graduation-matters-montana)

**3:** Future gatherings: all interested districts & stakeholders; 21<sup>st</sup> Century high schools

# Sharing What Works

<b>Graduation Matters Montana Critical Questions</b>		
<b>Programmatic Components</b>	<b>Effective Strategies</b>	<b>Key Points to Share</b>
<b>Attendance &amp; Truancy</b>		
How are you tracking & addressing attendance & truancy issues?		
How have you been able to re-enroll students who drop out?		
<b>Family Involvement</b>		
What are your activities for engaging families in dropout prevention efforts?		
<b>Student Voice</b>		
How are you including student voice in dropout prevention efforts?		
<b>Community Partnerships</b>		
What are your activities around creating community partnerships?		
Who have been your strongest allies?		
Who is missing?		
<b>School Climate &amp; Policy</b>		
How are you addressing school climate & policy changes to keep kids in school?		
<b>Strategic Use of Data</b>		
How is data being used to inform your dropout prevention work?		
What are the greatest challenges to using data to inform dropout prevention strategies?		
<b>Funding</b>		
What are your greatest challenges to supporting this work?		







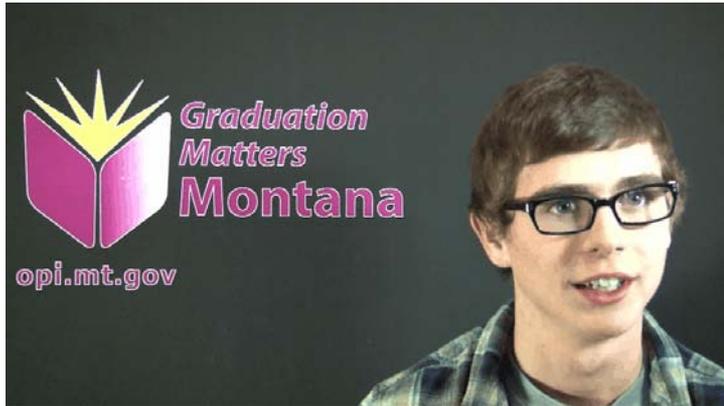
# STUDENT ADVISORY BOARD

- 40 students from 31 Montana high schools across the state form the first-ever State Superintendent's Student Advisory Board.
- Board members are convened semi-annually to discuss pressing issues facing education in Montana today: what's working, and what more needs to be done to ensure all Montana students receive a quality education.
- Superintendent Juneau believes that students are the most important voice in helping schools to better address issues related to graduation & drop out.



# Student Advisory Board

## In their own words



Alec, Billings



Aurora, Cut Bank



John, Livingston



Ty, Browning

# What students need to stay in school

- **Structure**
- **Relevance**
- **Support**



# I Pledge to Graduate



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

To: Graduation Matters Montana

c/o Montana Office of Public Instruction

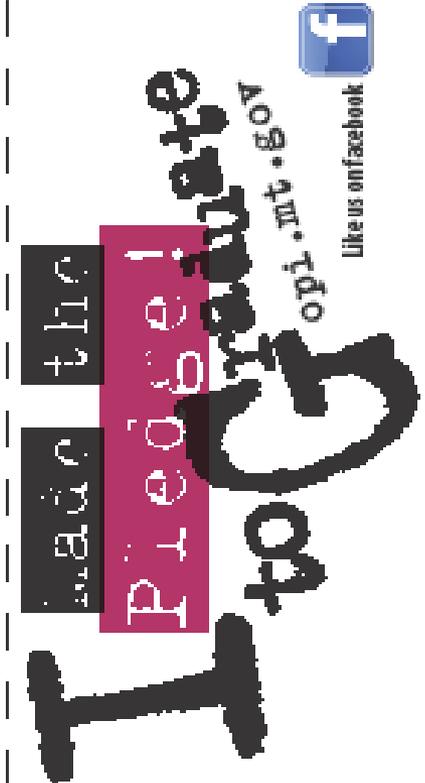
PO Box 202501,

Helena, MT 59620-2501

On average in the state  
of Montana, 5 students drop out  
of school every day.

This is not OK with me. Something needs  
to change. I can be a part of the change.

**I CAN MAKE A DIFFERENCE.**



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

opi.mt.gov

# Billings I Pledge

[http://www.kulr8.com/news/local/Native-American-Students-Pledge-to-Graduate-126871073.html?utm\\_source=twitterfeed&utm\\_medium=twitter.](http://www.kulr8.com/news/local/Native-American-Students-Pledge-to-Graduate-126871073.html?utm_source=twitterfeed&utm_medium=twitter)

# Encouraging local GMMs

- 1:** Locally-designed & implemented GMM initiatives with best practices of what works in Montana
- 2:** Districts who've signed on: Missoula, Bozeman, Great Falls, Butte, Helena, Hamilton (as of August 2011)
- 3:** Districts who are developing their program: Billings, Kalispell, Belgrade, Townsend (as of August 2011)



# Questions/Comments?

**Deborah Halliday**  
**Policy Advisor, Community Learning**  
**Partnerships**  
**444-3559**  
**[dhalliday@mt.gov](mailto:dhalliday@mt.gov)**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

**PRESENTATION:** 2011 Montana Youth Risk Behavior Survey (YRBS)

**PRESENTER:** Susan Court  
YRBS Project Coordinator  
Office of Public Instruction

**OVERVIEW:** This report will summarize the 2011 YRBS results and trends in the health risk behaviors of Montana high school students. Since 1991, the Montana OPI has conducted the survey with students in Montana schools under a cooperative agreement with the Centers for Disease Control and Prevention (CDC). Montana has successfully obtained weighted data results with every survey since 1993. The YRBS measures self-reported behaviors for unintentional and intentional injury, tobacco use, alcohol and other drug use, sexual behaviors, nutrition and dietary behaviors and physical activity.

**REQUESTED DECISION(S):** None. This is an informational presentation.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

# **2011 YOUTH RISK BEHAVIOR SURVEY**

## **MONTANA HIGH SCHOOL**

### **TREND REPORT 1999 - 2011**

RANDOM SAMPLING PROCEDURES WERE FOLLOWED TO  
OBTAIN THESE WEIGHTED DATA. THE RESULTS ARE REPRESENTATIVE  
OF ALL MONTANA HIGH SCHOOL STUDENTS IN GRADES 9-12.



opi.mt.gov

**Montana  
Office of Public Instruction**  
Denise Juneau, State Superintendent

## 2011 Montana Youth Risk Behavior Survey Trend Report

**Shaded data** indicate a significant difference between 2009 and 2011 prevalence.

<i>Injury and Violence</i>	1999	2001	2003	2005	2007	2009	2011
<b>Percentage of students who . . .</b>							
Rode a bicycle and never or rarely wore a bicycle helmet during the past 12 months	86.8	85.1	83.4	82.3	83.8	82.7	81.2
Never or rarely wore a seat belt when riding in a car driven by someone else	23.1	19.8	17.8	13.9	14.2	13.1	11.2
Never or rarely wore a seat belt when driving a car		18.7	19.5	15.8	14.9	13.9	13.2
Rode in a car driven by someone who had been drinking alcohol during the past 30 days	43.1	39.3	36.9	34.4	32.9	28.8	26.1
Drove a car when they had been drinking alcohol during the past 30 days	22.7	21.8	20.4	18.5	16.0	13.5	10.6
Texted or e-mailed while driving a car during the past 30 days							50.2
Talked on a cell phone while driving a car during the past 30 days							53.3
Carried a weapon such as a gun, knife, or club during the past 30 days	20.3	21.4	19.4	21.4	22.1	23.0	23.5
Carried a gun during the past 30 days	8.6	9.0	8.7	9.0	7.8	9.2	9.0
Carried a weapon on school property during the past 30 days	9.2	8.7	7.2	10.2	9.7	7.9	9.3
Did not go to school because they felt unsafe at school or on their way to or from school during the past 30 days	3.0	5.5	3.4	4.2	4.2	5.2	4.2
Had been threatened or injured with a weapon on school property during the past 12 months	6.5	8.5	7.1	8.0	7.0	7.4	7.5
Had property such as their car, clothing, or books stolen or deliberately damaged on school property during the past 12 months			28.9	30.1	28.6	NA	28.7
Were in a physical fight during the past 12 months	32.1	31.6	28.6	30.5	32.8	31.7	25.4
Were injured in a physical fight that required medical treatment during the past 12 months	3.7	3.6	3.4	3.6	3.7	4.9	2.7
Were in a physical fight on school property during the past 12 months	12.7	12.2	10.3	10.9	12.0	10.8	9.1
Were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months	10.5	10.3	11.7	10.9	10.6	9.6	11.0
Have ever been physically forced to have sexual intercourse when they did not want to		8.8	9.8	10.2	8.8	9.2	9.8
Had ever been bullied on school property during the past 12 months						23.1	26.0
Had ever been electronically bullied, such as through e-mail, chat rooms, instant messaging, Web sites, or text messaging during the past 12 months						17.9	19.2
Felt so sad or hopeless for two weeks or more in a row that they stopped doing some usual activities during the past 12 months	25.9	26.6	26.4	25.6	25.8	27.3	25.2
Seriously considered attempting suicide during the past 12 months	18.6	19.4	18.9	17.5	15.1	17.4	15.2

<i>Injury and Violence – continued.</i>	1999	2001	2003	2005	2007	2009	2011
<b>Percentage of students who . . .</b>							
Made a plan about how they would attempt suicide during the past 12 months	15.6	16.3	14.8	14.6	13.2	13.4	12.3
Actually attempted suicide during the past 12 months	6.7	10.4	9.7	10.3	7.9	7.7	6.5
Had a suicide attempt resulting in injury, poisoning, or overdose that required medical treatment during the past 12 months	2.5	3.7	3.0	3.1	2.7	2.8	2.4

<i>Tobacco Use</i>	1999	2001	2003	2005	2007	2009	2011
<b>Percentage of students who . . .</b>							
Ever tried cigarette smoking	70.3	66.5	61.0	55.4	52.1	50.0	44.0
Smoked a cigarette before age 13	24.7	25.0	20.7	17.6	14.7	12.3	11.1
Smoked a cigarette on one or more of the past 30 days (“current”)	35.0	28.5	22.9	20.1	20.0	18.7	16.5
Smoked cigarettes on 20 or more of the past 30 days (“frequent”)	18.0	14.9	10.8	8.8	8.1	7.9	6.4
Among current smokers, smoked more than 10 cigarettes per day on the days they smoked during the past 30 days	11.5	12.6	10.8	7.7	7.7	4.0	6.9
Usually got their cigarettes by buying them in a store or gas station during the past 30 days		11.5	10.1	9.3	9.3	7.5	9.0
Smoked cigarettes on school property during the past 30 days	14.0	10.4	7.7	7.0	6.2	5.4	4.3
Ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days (“regular”)		23.2	17.3	15.2	12.9	13.5	11.4
Among current smokers, tried to quit smoking during the past 12 months		65.6	60.9	60.4	55.0	54.6	56.2
Used chewing tobacco, snuff, or dip during the past 30 days	18.2	15.7	13.2	14.8	12.9	14.6	13.5
Used chewing tobacco, snuff, or dip on school property during the past 30 days	9.7	9.3	7.7	8.2	7.3	8.8	8.0
Smoked cigars, cigarillos, or little cigars during the past 30 days	20.4	14.8	14.1	17.6	15.5	17.8	16.1
Smoked cigarettes or cigars or used chewing tobacco, snuff, or dip during the past 30 days	45.0	37.7	30.9	31.4	30.0	31.3	27.3

<b><i>Alcohol and Other Drug Use</i></b>	<b>1999</b>	<b>2001</b>	<b>2003</b>	<b>2005</b>	<b>2007</b>	<b>2009</b>	<b>2011</b>
<b>Percentage of students who . . .</b>							
Had at least one drink of alcohol during their life	<b>86.1</b>	<b>82.9</b>	<b>81.1</b>	<b>77.8</b>	<b>77.8</b>	<b>75.7</b>	<b>72.8</b>
Had first drink of alcohol before age 13	<b>33.4</b>	<b>35.1</b>	<b>30.4</b>	<b>27.8</b>	<b>25.9</b>	<b>24.0</b>	<b>21.4</b>
Had at least one drink of alcohol during the past 30 days ("current")	<b>57.6</b>	<b>54.1</b>	<b>49.5</b>	<b>48.6</b>	<b>46.5</b>	<b>42.8</b>	<b>38.3</b>
Had five or more drinks of alcohol in a row during the past 30 days ("binge drink")	<b>43.6</b>	<b>41.4</b>	<b>37.3</b>	<b>34.4</b>	<b>32.7</b>	<b>30.1</b>	<b>25.2</b>
Among current users of alcohol, the percent who usually got the alcohol they drank from someone who gave it to them during the past 30 days					<b>38.9</b>	<b>37.9</b>	<b>34.1</b>
Had at least one drink of alcohol on school property during the past 30 days	<b>7.2</b>	<b>6.9</b>	<b>6.7</b>	<b>6.4</b>	<b>5.7</b>	<b>5.1</b>	<b>3.5</b>
Used marijuana during their life	<b>45.0</b>	<b>46.7</b>	<b>43.9</b>	<b>41.7</b>	<b>39.1</b>	<b>42.2</b>	<b>39.2</b>
Tried marijuana before age 13	<b>11.8</b>	<b>12.3</b>	<b>11.0</b>	<b>11.2</b>	<b>9.5</b>	<b>9.7</b>	<b>8.0</b>
Used marijuana during the past 30 days ("current")	<b>25.5</b>	<b>27.1</b>	<b>23.1</b>	<b>22.3</b>	<b>21.0</b>	<b>23.1</b>	<b>21.2</b>
Used marijuana on school property during the past 30 days	<b>7.5</b>	<b>7.7</b>	<b>6.4</b>	<b>6.1</b>	<b>5.0</b>	<b>5.8</b>	<b>5.5</b>
Used any form of cocaine during their life	<b>9.8</b>	<b>9.4</b>	<b>8.7</b>	<b>9.5</b>	<b>8.3</b>	<b>7.2</b>	<b>6.1</b>
Used any form of cocaine during the past 30 days ("current")	<b>4.0</b>	<b>4.0</b>	<b>3.8</b>	<b>4.0</b>	<b>2.9</b>	<b>2.8</b>	<b>2.4</b>
Used inhalants during their life	<b>16.5</b>	<b>15.0</b>	<b>13.8</b>	<b>15.4</b>	<b>16.2</b>	<b>14.2</b>	<b>11.6</b>
Used heroin during their life	<b>2.8</b>	<b>4.0</b>	<b>3.2</b>	<b>3.6</b>	<b>2.5</b>	<b>3.0</b>	<b>2.6</b>
Used methamphetamines during their life	<b>13.5</b>	<b>12.6</b>	<b>9.3</b>	<b>8.3</b>	<b>4.6</b>	<b>3.1</b>	<b>3.1</b>
Used ecstasy during their life			<b>6.1</b>	<b>6.3</b>	<b>6.0</b>	<b>7.3</b>	<b>8.2</b>
Took steroid pills or shots without a doctor's prescription during their life	<b>4.1</b>	<b>5.3</b>	<b>4.7</b>	<b>4.4</b>	<b>2.8</b>	<b>3.9</b>	<b>2.9</b>
Have taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription							<b>18.4</b>
Used a needle to inject any illegal drug into their body during their life	<b>2.4</b>	<b>2.7</b>	<b>2.6</b>	<b>3.6</b>	<b>2.0</b>	<b>3.7</b>	<b>2.0</b>
Were offered, sold, or given an illegal drug on school property during the past 12 months	<b>30.0</b>	<b>29.5</b>	<b>26.9</b>	<b>25.3</b>	<b>24.9</b>	<b>20.7</b>	<b>25.2</b>

<b><i>Sexual Behaviors</i></b>	<b>1999</b>	<b>2001</b>	<b>2003</b>	<b>2005</b>	<b>2007</b>	<b>2009</b>	<b>2011</b>
<b>Percentage of students who . . .</b>							
Ever had sexual intercourse	42.5	43.9	43.6	43.6	45.7	47.6	47.9
Had sexual intercourse before age 13	5.3	5.3	5.9	5.1	5.1	5.7	4.4
Had sexual intercourse with four or more people during their life	12.1	13.8	14.0	13.1	13.7	16.0	15.0
Had sexual intercourse during the past three months ("current")	29.2	30.7	29.9	31.2	31.2	32.2	34.7
Drank alcohol or used drugs before last sexual intercourse	34.5	32.0	33.7	29.4	26.0	25.7	21.1
Among currently sexually active, used a condom during last sexual intercourse	56.6	57.5	59.6	61.3	63.3	67.5	62.4
Among currently sexually active, used birth control pills to prevent pregnancy before last sexual intercourse	20.1	23.1	24.1	23.8	23.4	27.4	21.4
Among currently sexually active, used Depo-Provera (injectable birth control) to prevent pregnancy before last sexual intercourse	4.0	6.5	2.9	5.1	3.1	2.2	6.8
Among currently sexually active, used Depo-Provera OR birth control pills to prevent pregnancy before last sexual intercourse	24.1	29.6	27.1	28.9	26.5	29.6	28.2
Among currently sexually active, used a condom AND used birth control pills OR Depo-Provera before last sexual intercourse to prevent pregnancy	5.5	9.2	8.4	10.3	10.2	11.6	11.0
Had ever been taught about AIDS or HIV infection	91.2	90.2	88.1	90.0	89.7	86.5	85.4

<b>Weight Management and Dietary Behaviors</b>	<b>1999</b>	<b>2001</b>	<b>2003</b>	<b>2005</b>	<b>2007</b>	<b>2009</b>	<b>2011</b>
<b>Percentage of students who . . .</b>							
Were overweight (i.e., at or above the 85 <sup>th</sup> percentile but below the 95 <sup>th</sup> percentile for body mass index)	10.8	11.3	11.6	12.8	13.3	11.9	12.9
Were obese (i.e., at or above the 95 <sup>th</sup> percentile for body mass index)	6.2	6.1	8.1	9.3	10.1	10.4	8.5
Described themselves as slightly or very overweight	30.2	30.1	30.8	31.7	29.1	28.9	26.3
Were trying to lose weight	40.2	42.0	41.6	42.6	43.6	41.6	40.1
Went without eating for 24 hours or more to lose weight or to keep from gaining weight during the past 30 days	10.8	13.9	11.6	12.1	12.0	10.8	12.5
Vomited or took laxatives to lose weight or to keep from gaining weight during the past 30 days	4.8	5.4	6.0	6.3	5.6	5.3	4.8
Drank 100% fruit juices during the past seven days	85.1	83.4	81.7	81.3	82.2	80.0	82.3
Ate fruit during the past seven days	89.1	88.1	87.8	87.3	88.9	88.8	89.9
Ate green salad during the past seven days	76.2	74.8	72.3	71.9	70.4	71.4	71.3
Ate potatoes during the past seven days	80.0	78.5	77.1	73.1	73.8	72.9	74.5
Ate carrots during the past seven days	59.8	60.3	58.5	57.5	57.3	59.3	57.2
Ate other vegetables during the past seven days	87.5	87.3	85.2	84.7	85.0	84.6	85.9
Ate fruits and vegetables five or more times per day during the past seven days	19.5	19.4	16.7	17.0	17.1	18.4	16.6
Ate fruits two or more times per day and ate vegetables three or more times per day during the past seven days	8.3	9.3	7.6	8.2	8.0	8.3	8.0
Ate fruits two or more times per day during the past seven days	28.8	28.7	27.2	26.3	27.1	27.4	26.9
Ate vegetables three or more times per day during the past seven days	12.0	14.2	11.7	12.6	11.7	13.1	11.9
Drank a can, bottle, or glass of soda or pop one or more times per day during the past seven days					26.2	25.7	23.4
Drank a can, bottle, or glass of an energy drink, such as Red Bull or Jolt (not sports drinks such as Gatorade or PowerAde), during the past seven days							29.5
Ate breakfast daily during the past seven days							39.5

<b>Physical Activity</b>	<b>1999</b>	<b>2001</b>	<b>2003</b>	<b>2005</b>	<b>2007</b>	<b>2009</b>	<b>2011</b>
<b>Percentage of students who . . .</b>							
Were physically active for a total of at least 60 minutes per day on five or more of the past seven days				31.2	44.9	46.0	54.7
Were physically active for a total of at least 60 minutes per day on 0 of the past seven days				25.2	13.3	13.4	10.0
Were physically active for a total of at least 60 minutes per day on 7 of the past seven days				14.0	21.2	21.1	28.7
Watched three or more hours of TV per day on an average school day	24.4	23.5	25.3	26.3	22.2	23.7	22.1
Played video or computer games or used a computer for something that was not school work three or more hours per day on an average school day					16.2	17.9	20.6
Attended physical education (PE) classes on one or more days in an average week when they were in school	53.6	52.3	55.7	58.1	53.8	57.7	56.0
Attended physical education (PE) classes daily in an average week when they were in school	35.8	31.3	32.6	34.0	32.8	32.2	33.1
Played on one or more sports teams during the past 12 months	64.4	60.1	60.5	61.7	59.6	57.7	63.2

<b>Asthma</b>	<b>1999</b>	<b>2001</b>	<b>2003</b>	<b>2005</b>	<b>2007</b>	<b>2009</b>	<b>2011</b>
<b>Percentage of students who . . .</b>							
Had ever been told by a doctor or nurse that they had asthma				18.9	20.9	19.5	20.3
Had been told by a doctor or nurse that they had asthma and who still have asthma					11.1	10.4	10.4

# **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

**PRESENTATION:** Assessment Update

**PRESENTER:** Judy Snow, Assessment Director  
Office of Public Instruction

**OVERVIEW:** Current information on the SMARTER Balanced Assessment Consortium, the 2011-12 MontCAS testing plans and schedules, and the 2012 Assessment/Data Conference will be reported.

**REQUESTED DECISION(S):** Information

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):**

**EXECUTIVE SUMMARY**  
**DATE: SEPTEMBER 2011**

**PRESENTATION:** Introduction of Dr. Teri Wing, Accreditation Compliance Specialist

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Accreditation Division  
Office of Public Instruction

**OVERVIEW:** The Accreditation Division of the Office of Public Instruction is pleased to introduce Dr. Teri Wing, Accreditation Compliance Specialist. For the past seven years, Dr. Wing served as superintendent of the Somers Public Schools. Her professional career also includes positions as curriculum director for the Missoula Public Schools and the Mission Valley Consortium, and principal of Hellgate Middle School. Teri's work experiences fit well with the Accreditation Compliance Specialist position. Dr. Wing has the necessary level of knowledge, abilities, and skills to perform well in the position. Please welcome Teri.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information/Discussion

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** Statewide Student ID on Student Record
- PRESENTER:** Madalyn Quinlan  
Chief of Staff  
Office of Public Instruction
- OVERVIEW:** The superintendent of public instruction recommends that the Board of Public Education (BPE) initiate the rulemaking process for an amendment to ARM 10.55.909, Student Records. The amendment adds a requirement that a student's permanent record include the statewide student identifier assigned by the Office of Public Instruction. The addition of the statewide student identifier will assist with the transfer of student information as students move among schools and school districts in Montana. The campuses of the Montana University System are set up to receive and store the statewide student identifier from K-12 student transcripts. The amendment also authorizes a school to store a student's permanent record in an electronic or paper format.
- REQUESTED DECISION(S):** Proceed with rulemaking process
- OUTLYING ISSUE(S):** The Chapter 55 Task Force will be recommending significant amendments to the administrative rules of the BPE. The reason that this recommendation is being "fast-tracked" is to assist with the state of Montana's compliance with written assurances made by the state as a condition of receipt of State Fiscal Stabilization Funds under the American Recovery and Reinvestment Act of 2009. The state committed to complete its state plans by September 30, 2011. The Board's initiation of the rulemaking process for ARM 10.55.909 will demonstrate the state's good faith efforts to meet the September 30th deadline.
- RECOMMENDATION(S):** To amend ARM 10.55.909, Student Records.



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

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August 8, 2011

To: Board of Public Education

From: Madalyn Quinlan, Chief of Staff  
Office of Public Instruction

Subject: Recommendation to amend ARM 10.55.909, Student Records

The Superintendent of Public Instruction recommends that the Board of Public Education initiate the rulemaking process for an amendment to ARM 10.55.909, Student Records. The amendment adds a requirement that a student's permanent record include the statewide student identifier assigned by the Office of Public Instruction. The addition of the statewide student identifier will assist with the transfer of student information as students move among schools and school districts in Montana. The campuses of the Montana University System are set up to receive and store the statewide student identifier from K-12 student transcripts. The amendment also authorizes a school to store a student's permanent record in an electronic or paper format.

The proposed amendment reads as follows:

**10.55.909 STUDENT RECORDS**

(1) Each school shall keep, in secure storage, a permanent paper or electronic file of students' records, that shall include:

- (a) the name and address of the student;
- (b) his/her parent or guardian;
- (c) birth date;
- (d) academic work completed;
- (e) level of achievement (grades, standardized achievement tests);
- (f) immunization records as per 20-5-406, MCA; and
- (g) attendance data; and
- (h) the statewide student identifier assigned by the Office of Public Instruction.

(2) The board of trustees shall establish policies and procedures for the use and transfer of student records that are in compliance with state and federal laws governing individual privacy. All educational records collected and maintained by a school shall be kept in a confidential manner according to the implementing regulations of the Family Educational Rights and Privacy Act (FERPA) at 34 CFR part 99.

(3) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.

**EXECUTIVE SUMMARY**  
**DATE: SEPTEMBER 2011**

**PRESENTATION:** Chapter 55 Joint Task Force Progress Update

**PRESENTER:** Patty Myers, Chairperson  
Board of Public Education

Dennis Parman, Deputy Superintendent  
Office of Public Instruction

**OVERVIEW:** Deputy Superintendent Dennis Parman will briefly provide an update on the progress of the Chapter 55 task Force meeting held on July 27, 2011, and what he anticipates to occur at the September and October meetings of the Task Force.

The next work session date for the Chapter 55 Joint Task Force is September 13-14, 2011, at the Red Lion Colonial Inn, Helena.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information/Discussion

## When I think of the proposed PBA Model, I am most excited about ...

1. Easier to understand and visually comprehend (2), Transparent Communication for parents/community (3), Color Coding – visually appealing (4), Public can understand color coding, Visual Representation (9)
2. Flexibility – this may provide more to schools
3. Other
  - Like the addition of “with progress” (3), Ability to show progress (4)
  - Thinking differently about accreditation
  - Excited the model is not tied to AYP (4)
  - Excited about growth being factored
  - Combination of input/output standards
  - Measuring data that is directly linked to student achievement (2)
  - Potential to delineate between serious and not so serious dings (7)
  - Look at a snapshot for the school and look for information
  - Will shine the light on schools that are failing students filter 2 can ensure that more American Indian will get an equitable education (3)
  - Work has been done to make Montana schools continue good work
  - Less complex than current system

## When I think of the proposed PBA Model, I am most concerned about

...

1. Clarify dropout vs. completion – do we need both – maybe completion rate with opportunity to include 5<sup>th</sup> year students who are trying to graduate – not a dropout (6), Need to redefine “completion” rate to include more than 4 years, etc. (3)
2. Adequate has to go (2), Fuzzy color codes – 4 above 5 below, Need glossary to help with educational jargon, Floor – High Risk instead of floor, Use of term “Floor” is confusing compared with other terms, Change Labels (8)
3. PR plan for dealing with media Feds vs. State – doing well reported in one media source – not well in another, Messaging – Communication to schools needs to be clear concise. Dennis does it well., Ability of schools to understand system, Make reporting easier for the public to understand, How can we make this meaningful for our parents?
4. Are minimum standards truly the minimum if we allow flexibility? (4), Additional layer standards on top of existing without relief, Defining flexibility as part of the model (5), Where is the flexibility?
5. Test score may have too much emphasis. Multiple measure – does not actually improve student performance (5), Median scale score may not be correct, Need technical advice – mean, median, is the bar where it needs to be, I just have questions regarding determining growth – how is this statistically figured
6. Other
  - Does OPI have the resources to do this (2)
  - Could a Northwest Accreditation system work
  - Bar can be changed at whims. Depends on OPI superintendent and legislature.
  - Filters have different levels of standards
  - We need to discuss how long can a school be in accreditation intensive assistance
  - Can a school be “non-accredited”?
  - Model may hide sub categories of students that aren’t achieving well.

## When I think of the proposed PBA Model, I have additional thoughts ...

1. Descriptors, terminology, labels? Keep it simple (7)
2. What will flexibility and progress look like (3), Allow innovation with rationale (5)
3. Other
  - Would like to see a brief description for what a school is not making accreditation standards (4)
  - How can we raise the bar for schools – are we expecting enough “I skate to where the pack is going to be”
  - We just have some recommendations on the design of the report
  - Suggestions: Create a report that can be pushed on a district website for parents and community members (2)
  - Multiple measures are needed (6)
  - Align work with the score of what minimum are meant to represent
  - We are giving more credence to the CRT than we should (4)
  - Is it possible to build “sub filters” to categories that aren’t green?
  - Recommend changing the title – not PBA
  - Should schools that are failing students be not accredited? (9)
  - Helping schools prioritize curriculum

## From pre-lunch discussion on July 27 not already mentioned above

- Low performance should equate to state intervention
- Have a focus group interpret a report with a process description document
- Is there some what to award improving schools and high performing schools?
- If the K-2 education community doesn't address performance through a process like this we can anticipate the legislature will

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

**PRESENTATION:** Report on Comparison of Accreditation Status and Adequate Yearly Progress (AYP) Determinations

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Accreditation Division  
Office of Public Instruction

**OVERVIEW:** This presentation provides to the Board of Public Education a report on the comparison of Accreditation Status and AYP Determinations in school year 2009-10. The report shows the majority of Montana schools reached regular accreditation status and made AYP.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Information/Discussion



MEMORANDUM

July 27, 2011

To: Linda Vrooman Peterson, Accreditation Administrator

From: Kelly Glass, Accreditation Unit Manager

Re: Accreditation Status and AYP Determination Comparison Report

The Board of Public Education requested the Office of Public Instruction compare data from two major school accountability systems: School Accreditation Determinations and Adequate Yearly Progress. The OPI Accreditation staff provides this initial review of the information to the BPE at the September 2011 meeting.

**2009-10 School Year Accreditation Status and AYP Comparison**

Accreditation Status	No. of Schools Making AYP	Percent of Schools	No. of Schools Not Making AYP	Percent of Schools
Regular	517	63%	174	21%
Advice	34	4%	17	2%
Deficiency	45	5%	34	4%
Total	596	72%	225	27%

In school year 2009-10, 791 of 821 schools with regular accreditation status made Adequate Yearly Progress (AYP). Eighty-four percent of the 791 schools made adequate yearly progress with 174, or 21 percent, not making AYP. The majority of Montana schools reached regular accreditation status and made AYP.

# EXECUTIVE SUMMARY

DATE: SEPTEMBER 2011

**PRESENTATION:** National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

**PRESENTER:** Elizabeth Keller  
Educator Licensure Unit Manager  
Office of Public Instruction

**OVERVIEW:** NASDTEC is the National Association of State Directors of Teacher Education and Certification. It is the organization that represents professional standards boards and commissions and state departments of education in all 50 states, the District of Columbia, the Department of Defense Education Activity, the U.S. Territories, Alberta, British Columbia, and Ontario that are responsible for the preparation, licensure, and discipline of educational personnel. Associate members include other Canadian provinces, institutions of higher education, and representatives of other constituent groups with an interest in the preparation, continuing development, and certification of educational personnel. NASDTEC promotes:

High standards for educators;  
Teacher mobility across state lines;  
Comprehensive personnel screening; and provides a  
Clearinghouse on teacher discipline.

Meetings are held regionally in addition to the NASDTEC Annual Meetings and Professional Practices Institutes which attract a nationwide audience.

As teacher supply and demand fluctuates in other states, so do the methods and standards by which they prepare and license their educators. At some point in history, it made sense to try to find ways for states to cooperate and recognize licenses from other states. However, as those educator preparation standards change based on supply and demand, it can be difficult to be confident in preparation in other states. Educators move from state to state, and the NASDTEC Interstate Agreement tries to provide guidance for both the state and the teacher on licensure requirements in each state. But educator licensure is a states' right, and while the states agree on some basic requirements for licensure, the detailed requirements can be very different.

Numbers of Initial Licenses and Where Prepared:

Effective Date	Prepared in Montana	Prepared Elsewhere	Total
July 1, 2008	584	331	915
July 1, 2009	615	437	1,052
July 1, 2010	597	483	1,080

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

**BPE PRESENTATION**

# NASDTEC Interstate Agreement, Section VIII.

## Member Jurisdiction-Specific Licensure Requirements: Teachers

Instructions: Please complete Parts A, B, C and D as requested for those seeking licensure as a Teacher as defined in Section III, Item L.

<b>Part A</b>		(Member Jurisdiction)
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**Agrees to these Minimum Essential Components (initial beside each):**

Minimum Essential Components	Traditional or Non-Traditional
Minimum of a Bachelor's Degree	
Supervised Clinical Practice	
Planned Program of Study	

<b>Part B</b>		(Member Jurisdiction)
---------------	--	-----------------------

**Identifies "Stages of Licensure" as described below. These are general categories of licensure as defined in the NASDTEC Interstate Agreement. Member Jurisdictions may or may not have licenses available in each stage.**

NASDTEC Term	NASDTEC Definition	Jurisdiction Equivalent	Duration (in years)
Stage 1 License	means a license issued to an individual who holds a minimum of a Bachelor's degree, met approved program admission requirements, but has not met the jurisdiction-specific requirements of the issuing Member Jurisdiction		
Stage 2 License	means a license issued to an individual who holds a minimum of a bachelor's degree, who has completed an approved program, but has not met the jurisdiction-specific requirements for a Stage 3 license of the issuing Member Jurisdiction.		
Stage 3 License	means a license issued to an individual who holds a minimum of a Bachelor's degree, has completed an approved program and has met all jurisdiction-specific requirements of the issuing Member Jurisdiction.		
Stage 4 License	means a license issued to an individual who holds a minimum of a master's degree or the equivalent, has completed an approved program and has met any jurisdiction-specific requirements beyond those required for the Stage 3 License of the issuing Member Jurisdiction.		
National Board for Professional Teaching Certification	<p>means certification from the National Board for Professional Teaching Standards, issued to a teacher who has completed the requirements for and holds a Stage 3 License from a Member Jurisdiction.</p> <p>Please indicate which Stage of License a NPBTS certified teacher may receive in your Jurisdiction and whether the NBPTS certification exempts the applicant from any other JSR(s).</p>		

# VIII. JSR Index: Teachers

**Part C** **Instructions for completing the Jurisdiction-Specific Requirement (JSR) Index:** The NASDTEC Interstate Agreement Committee has created a list of the most common Jurisdiction-Specific Requirements, formerly the "ancillary" requirements. We recognize not all JSRs may be listed, and that your state may have additional requirements. Because the document is intended to help each other and the public understand the differences in licensure among the Member Jurisdictions, we are asking you to complete the form as follows, keeping in mind these are requirements for LICENSURE, not employment:

**For each JSR, enter Yes or No to indicate whether or not the item is a requirement for licensure in your Jurisdiction.**

If the item	...a requirement for applicants coming to your Jurisdiction from another Jurisdiction...	Answer	And...
	IS	Yes	List the specific requirement(s). Qualify your answer where necessary, or link to specific URL on your website.
	Is NOT	No	Further explanation is NOT necessary.
	Is a "maybe" or "it depends"	Yes	And explain any exceptions (e.g. if you have a test score from another Jurisdiction, you may not need to take the test in mine).

	(Member Jurisdiction)
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**Identifies its Jurisdiction-Specific Requirements as:**

	Jurisdiction-Specific Requirement	Traditional Program Completer	Non-Traditional Program Completer
Background Check	FBI Criminal Background Check		
	State Criminal Background Check		
	Child Protective Services Check		
	Self Disclosure of license voluntary surrender, suspension, revocation, reprimand or denials of a license, or criminal charges or convictions		
	US Citizenship		
	Other		
Testing	Basic Skills		
	Content Knowledge		
	Pedagogy		
	Portfolio		
	Other		
Consideration of Out of Jurisdiction Licenses	Is a license from a Member Jurisdiction required?		
	Is a license from the Member Jurisdiction where the program was completed required?		
	Which Stage(s) of License are acceptable?		
	Must a license be a valid/current or renewable license from a Member Jurisdiction?		
	Other		

	Jurisdiction-Specific Requirement	Traditional Program Completer	Non-Traditional Program Completer
Experience	Can Teaching Experience substitute for other JSR? (If yes, indicate number of years, kind of school and how current the experience must be.)		
	Mentored or Induction Experience		
	Other		
Coursework	Specific Coursework/Subject Area Coursework		
	Jurisdiction-Specific Coursework (e.g. a state history course)		
	Transcript Review		
	Minimum GPA		
	Is evidence of recent coursework through college credit, professional development or recent program completion required?		
Preparation Program	Do you require program accreditation or approval? If so, how must it have been accredited or approved (e.g. state, NCATE, TEAC)?		
	Does program delivery method matter?		
	Onsite		
	Online		
	Hybrid		
	Institutional Recommendation required?		
Is a license from the Member Jurisdiction where the program was completed required?			
Other Specific Requirements?			

<b>Part D</b>	Updated on (date)	
	Jurisdiction Website	

# NASDTEC INTERSTATE AGREEMENT FOR EDUCATOR LICENSURE 2010-2015

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## SECTION I: PURPOSE

The purpose of this Interstate Agreement is to provide a mechanism to inform the Membership and the public of Jurisdiction- Specific Requirements for educator licensure in each Member Jurisdiction.

## SECTION II: ASSUMPTIONS

- Education is a regulated profession.
- Each Member Jurisdiction has the authority to establish professional and ethical standards for preparation, licensure and continuing development of educators.
- Each Member Jurisdiction has the responsibility to adhere to federal requirements and guidelines regarding the qualification of educators.
- Understanding licensure requirements of the different Member Jurisdictions facilitates professional educator mobility.
- The term “reciprocity” is often inappropriately applied to educator mobility between Member Jurisdictions.
- As licensure criteria differ from Member Jurisdiction to Member Jurisdiction, an educator’s license from one Member Jurisdiction is not automatically "exchanged" for a license in another Member Jurisdiction.
- Minimum essential components of an approved educator preparation program are completion of a:
  - bachelor’s degree (either prior to admission to the program or as part of the program);
  - supervised clinical practice; and
  - planned program of study.

A Member Jurisdiction may impose additional components to meet its own standards.

- Recognition of national certification of educators, for example the National Board for Professional Teaching Standards, is at the discretion of Member Jurisdictions.
- The terms defined in this Interstate Agreement provide a common vocabulary which Member Jurisdictions agree to use in disseminating information nationally and internationally.
- The Interstate Agreement is not intended to alter, amend or regulate individual Member Jurisdiction licensure requirements.

**SECTION III: DEFINITIONS**

For purposes of this Interstate Agreement, the following terms are defined as:

A. **“Accredited Institution”** means a college or university which awards a baccalaureate or higher degree and, if located within the United States, is fully accredited by one of the following regional accrediting bodies:

1. Middle States Association of Colleges and Schools;
2. New England Association of Schools and Colleges;
3. North Central Association of Colleges and Schools;
4. Northwest Association of Schools and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of Schools and Colleges.

If the college or university does not have regional accreditation as detailed above, consideration of the educator for licensure is at the discretion of the Member Jurisdiction.

B. **“Administrator”** means an educator whose primary duties may include :

1. the supervision of programs or curriculum; or
2. supervision or management of a local educational agency, a school building, a school program, or a school system.

C. **“Approved program”** means a planned program of study leading to licensure in the appropriate Member Jurisdiction. Approved programs may be either traditional or non-traditional. A non-traditional program is a post-baccalaureate program in which the candidate may be employed as an educator prior to completion of the program, as defined by the USDOE.

<b>TEACHER</b>	<i>Traditional Program</i>	<i>Non-Traditional Program</i>
<b>Rigorous Admission Standards</b>	Yes	Yes—including a bachelor's degree earned prior to admission
<b>Conferred Degree Upon Program Completion</b>	Yes or No	Yes or No
<b>Delivered By An IHE</b>	Yes	Yes or No
<b>Supervised Clinical Practice</b>	Yes	Yes but may differ from a traditional program
<b>May Be Employed As An Educator While Completing Program</b>	No	Yes

<b>ADMINISTRATOR</b>	<i>Traditional Program</i>	<i>Non-Traditional Program</i>
<b>Rigorous Admission Standards</b>	Yes—including a bachelor's degree or higher earned prior to admission	Yes—including a bachelor's degree or higher earned prior to admission
<b>Conferred Degree Upon Program Completion</b>	Yes or No	Yes or No
<b>Delivered By An IHE</b>	Yes	Yes or No
<b>Supervised Clinical Practice</b>	Yes	Yes but may differ from a traditional program
<b>May Be Employed As An Educator While Completing Program</b>	Yes or No	Yes

*Note: A program approved in one Member Jurisdiction may not lead to licensure in another Member Jurisdiction.*

D. **“Educator”** is categorized as a teacher, administrator or support professional who may be required by the Member Jurisdiction to hold a license. A Member Jurisdiction may recognize additional categories of licensure (e.g. Career and Technical educators) not addressed by this Interstate Agreement.

E. **“Experience”** means employment and licensure as required by the Member Jurisdiction.

F. **“Jurisdiction-specific requirement”** (JSR) means any criterion beyond the minimum essential components required by a Member Jurisdiction for licensure. The following is a non-inclusive list of JSRs:

- grade-point average;
- testing or other forms of assessment;
- mentoring;
- supervised and evaluated pre-service or professional experience;
- course delivery methodology;
- program approval comparability;
- specific coursework;
- valid license, as defined by the Receiving Member Jurisdiction,
- post-baccalaureate coursework or degrees;
- continuing professional development;
- moral fitness or character; or
- citizenship.

G. **“Stages of Administrator License”** are described below and are general categories of licensure. Member Jurisdictions may or may not offer these stages of licensure or require licensure to be eligible for certain school administrator work assignments.

1. **“Stage 1 Administrator License”** means a license issued to an individual who holds a minimum of a Bachelor’s degree, has met approved school administrator preparation program admission requirements, but has not met the jurisdiction specific requirements of the issuing Member Jurisdiction.

2. **“Stage 2 Administrator License”** means a license issued to an individual who has completed an approved school administrator preparation program, but has not met the jurisdiction-specific requirements for a Stage 3 license of the issuing Member Jurisdiction.
3. **“Stage 3 Administrator License”** means a license issued to an individual who holds a minimum of a Master’s degree and has met all Jurisdiction Specific Requirements for licensure, including endorsements when applicable.

G. **“Stages of Teacher Licensure”** are described below and are general categories of licensure. Member Jurisdictions may or may not have licenses available in each stage.

1. **“Stage 1 Teacher License”** means a license issued to an individual who holds a minimum of a Bachelor’s degree, has met approved teacher preparation program admission requirements, but has not met the jurisdiction-specific requirements of the issuing Member Jurisdiction.
2. **“Stage 2 Teacher License”** means a license issued to an individual who holds a minimum of a Bachelor’s degree, has completed an approved teacher preparation program, but has not met the jurisdiction-specific requirements for a Stage 3 license of the issuing Member Jurisdiction.
3. **“Stage 3 Teacher License”** means a license issued to an individual who holds a minimum of a Bachelor’s degree, has completed an approved teacher preparation program and has met all jurisdiction-specific requirements of the issuing Member Jurisdiction.
4. **“Stage 4 Teacher License”** means a license issued to an individual who holds a minimum of a Master’s degree or the equivalent, has completed an approved teacher preparation program and has met any jurisdiction-specific requirements beyond those required for the Stage 3 License of the issuing Member Jurisdiction.

H. **“License”** means certificate, credential or other similar term designated by the Member Jurisdiction.

I. **“Member Jurisdiction”** means an entity which is a voting member of NASDTEC.

J. **“School”** means an institution, other than a home school, which offers instruction for students of any grade, birth-Grade 12, which satisfies the compulsory attendance requirements of the Member Jurisdiction in which the institution is located.

K. **“Support Professional”** means a person, other than a teacher or administrator, who is required to hold an educator license based upon at least a bachelor’s degree.

L. **“Teacher”** means a person whose primary responsibility is to instruct students or as otherwise defined by the Member Jurisdiction.

## SECTION IV: DUTIES OF MEMBER JURISDICTIONS

In signing this Interstate Agreement, Member Jurisdictions agree to:

- A. Adopt and enforce quality standards for approved programs;
- B. Maintain and publish a current listing of programs approved within the Member Jurisdiction;
- C. Apply Jurisdiction-Specific Requirements equitably to applicants completing approved programs in any other Member Jurisdiction;
- D. Agree in principle to the "Assumptions" set forth in this Interstate Agreement;
- E. Agree in principle to the "Minimum Essential Components";
- F. In addition to the signing the NASDTEC Interstate Agreement for Educator Licensure, each Member Jurisdiction signs the NASDTEC Educator Information Clearinghouse Agreement, agreeing to notify the NASDTEC Educator Information Clearinghouse immediately upon denial, suspension, revocation, or surrender of an educator's License for reasons other than failing to meet academic requirements.

## **SECTION V: PROCEDURE FOR MEMBER PARTICIPATION**

- A. Each Member Jurisdiction shall complete a Jurisdiction-Specific Requirement (JSR) Index for each educator category in the form and timeframe as directed by the NASDTEC Executive Director.
- B. Each Member Jurisdiction shall revise the Jurisdiction-Specific Requirement Index immediately in the event that its licensure criteria are amended or modified.
- C. The NASDTEC Executive Director shall compile a Master Index reflecting all Member Jurisdiction's Jurisdiction-Specific Requirements for distribution and for posting on the NASDTEC web site.

## **SECTION VI: DURATION OF THE INTERSTATE AGREEMENT**

- A. This Interstate Agreement shall have duration until September 30 of each year ending in a five or a zero, unless terminated as provided below. The Interstate Agreement shall be automatically renewed in the then-current format for each subsequent five-year period unless written notice of intent not to renew is given to the Executive Director of NASDTEC by July 1 of the final year of an Interstate Agreement period.
- B. A Member Jurisdiction may withdraw from the Interstate Agreement upon one year's written notice to the Executive Director of NASDTEC who shall in turn notify all other affected Member Jurisdictions. It shall be incumbent upon the Executive Director to notify other Member Jurisdictions.

## **SECTION VII: MISCELLANEOUS TERMS**

- A. The NASDTEC Executive Board, by and through the Chair of the NASDTEC Interstate Agreement Committee, shall be responsible for administration and interpretation of this Interstate Agreement.

B. NASDTEC recognizes the fluidity of educator preparation and licensure laws, regulations and policies in Member Jurisdictions. It is NASDTEC's intent to maintain the JSR Index as a current and accurate reflection of each Member Jurisdiction's requirements. However, circumstances beyond the control of NASDTEC may, on occasion, inhibit the accuracy of the Master Index. Accordingly, it is recommended that users of the JSR Index refer to Member Jurisdictions' websites to confirm specific requirements. Further, it is understood that this Interstate Agreement and the JSR Index are provided to facilitate the exchange of information and are not intended to supplant or supersede individual jurisdiction's authority.

**SECTION VIII: MEMBER JURISDICTION-SPECIFIC LICENSURE REQUIREMENTS**

Driven by the Assumptions identified in Section II of this document, as of October, 2010, NASDTEC Member Jurisdictions recognize the complex nature of the Interstate Agreement, and the public's need for clear, accurate information when moving from one Member Jurisdiction to another. Member Jurisdictions agree to make Levels of Licensure and Jurisdiction Specific Requirements (JSR) clear to each other and the public by completing and maintaining the JSR Index. This Index is intended to provide information to anyone seeking educator licensure in a Member Jurisdiction, whether prepared through a traditional or non-traditional pathway. It identifies specific requirements beyond the NASDTEC-identified "Minimum Essential Components" for educator preparation. A Member Jurisdiction's laws and regulations in place at the time of application for licensure supersede information provided here.

The JSR Index templates are provided in separate documents.

**SECTION IX: ASSURANCES**

The signatory to this Interstate Agreement hereby assures that he or she is authorized to sign on behalf of the Member Jurisdiction and that the Interstate Agreement, Jurisdiction Specific Requirements and Addendum (when completed) have been reviewed and accepted by those individuals or entities responsible for licensure of educators in this Member Jurisdiction.

**APPROVED AND ACKNOWLEDGED BY:**

<b>Member Jurisdiction (State):</b>	
<b>Name:</b>	<b>Title:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Jurisdiction Contact:</b>	
<b>Email:</b>	<b>Phone:</b>

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** BPE Case 2011-05 Continuing Education Unit (CEU) Renewal Unit Denial
- PRESENTER:** Elizabeth Keller  
Licensure Unit Manager  
Office of Public Instruction
- OVERVIEW:** Each class of educator licensure requires a specific number of CEUs which must meet certain criteria detailed in the Administrative Rules of Montana (ARM 10.57.215). Application for renewal of educator licenses are submitted to the Office of Public Instruction (OPI) for approval. The activity in question does not meet the requirements of ARM 10.57.215, as outlined in the BPE's letter to the applicant.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** Request did not meet ARM requirements
- RECOMMENDATION(S):** Affirm OPI decision to deny continuing education renewal units

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

**PRESENTATION:** BPE Case 2011-06

**PRESENTER:** Ann Gilkey, Chief Legal Counsel  
Elizabeth Keller, Licensure Unit Manager  
Office of Public Instruction

**OVERVIEW:** License denial based on failure to meet academic requirements for licensure pursuant to Montana Administrative Rules of Montana (ARM), Title 10, Chapter 57.

**REQUESTED DECISION(S):** Action

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Affirm OPI decision

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

**PRESENTATION:** Notice of Public Hearing on Proposed Adoption of Montana K-12 Content Standards in English Language Arts and literacy in History/Social Studies, Science and Technical Subjects

**PRESENTER:** Jean Howard  
Mathematics Content Specialist  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction will present to the Montana Board of Public Education Notice of Public Hearing in the matter of the adoption of New Rules I through XIII pertaining to content standards for English language arts and literacy and the repeal of ARM 10.54.3610- 10.54.3613, 10.54.3620-10.54.3623, 10.54.3630-10.54.3633, 10.54.3640- 10.54.3643, 10.54.3650-10.54.3653, 10.54.3687-10.54.3698 rules relating to communication arts content standards and performance descriptors.

**REQUESTED DECISION(S):** Recommend Approval of the Notice of Public Hearing

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New	)	NOTICE OF PUBLIC HEARING ON
Rules I through XIII pertaining to	)	PROPOSED ADOPTION AND
content standards for English	)	REPEAL
language arts and literacy and the	)	
repeal of ARM 10.54.3610-	)	
10.54.3613, 10.54.3620-10.54.3623,	)	
10.54.3630-10.54.3633, 10.54.3640-	)	
10.54.3643, 10.54.3650-10.54.3653,	)	
10.54.3687-10.54.3698 rules relating	)	
to communication arts content	)	
standards and performance	)	
descriptors	)	

TO: All Concerned Persons

1. On \_\_\_\_\_ at 10:00 a.m. the Board of Public Education will hold a public hearing in the conference room of the \_\_\_\_\_ building at \_\_\_\_\_, Helena Montana, to consider the proposed adoption and repeal of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on \_\_\_\_\_, 2011, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59601-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I COLLEGE AND CAREER READINESS ANCHOR  
STANDARDS FOR READING

(1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

(5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or

stanza) relate to each other and the whole.

(6) Assess how point of view or purpose shapes the content and style of a text.

(7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(10) Read and comprehend complex literary and informational texts independently and proficiently.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

(6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

(7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

(8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

(10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (1) Prepare for and participate

effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IV COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

(5) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

(6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V READING STANDARDS FOR LITERATURE (1) Reading standards for literature for a student at the kindergarten level are the ability to:

(a) with prompting and support, ask and answer questions about key details in a text;

(b) with prompting and support, retell familiar stories, including key details; include stories by and about American Indians;

(c) with prompting and support, identify characters, settings, and major events in a story;

- (d) ask and answer questions about unknown words in a text;
- (e) recognize common types of texts (e.g., storybooks, poems);
- (f) with prompting and support, name the author and illustrator of a story and define the role of each in telling the story;
- (g) with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts);
- (h) with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including American Indian stories; and
- (i) actively engage in group reading activities with purpose and understanding.

(2) Reading standards for literature for a student at the Grade 1 level are the ability to:

- (a) ask and answer questions about key details in a text;
- (b) retell stories, including stories by and about American Indians, including key details and demonstrate understanding of their central message or lesson;
- (c) describe characters, settings, and major events in a story, using key details;
- (d) identify words and phrases in stories or poems that suggest feelings or appeal to the senses;
- (e) explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types;
- (f) identify who is telling the story at various points in a text;
- (g) use illustrations and details in a story to describe its characters, setting, or events;
- (h) compare and contrast the adventures and experiences of characters in stories, including American Indian stories; and
- (i) with prompting and support, read prose and poetry of appropriate complexity for grade 1.

(3) Reading standards for literature for a student at the Grade 2 level are the ability to:

- (a) ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text;
- (b) recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral;
- (c) describe how characters in a story respond to major events and challenges;
- (d) describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song;
- (e) describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action;
- (f) acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud;
- (g) use information gained from the illustrations and words in a print or digital

text to demonstrate understanding of its characters, setting, or plot;

(h) compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including American Indian authors or cultures; and

(i) by the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(4) Reading standards for literature for a student at the Grade 3 level are the ability to:

(a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;

(b) recount stories, including fables, folktales, and myths from diverse cultures, including those by and about American Indians; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text;

(c) describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events;

(d) determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language;

(e) refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections;

(f) distinguish their own point of view from that of the narrator or those of the characters; include works by and about American Indians;

(g) explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting);

(h) compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series); and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.

(5) Reading standards for literature for a student at the Grade 4 level are the ability to:

(a) refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) determine a theme of a story, drama, or poem from details in the text; summarize the text; include texts by and about American Indians;

(c) describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions);

(d) determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean);

(f) explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts

of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text;

(f) compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; include works by and about American Indians;

(g) make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text;

(h) compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(6) Reading standards for literature for a student at the Grade 5 level are the ability to:

(a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; include texts by and about American Indians;

(c) compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact);

(d) determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes;

(e) explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem;

(f) describe how a narrator's or speaker's point of view influences how events are described; include perspectives of American Indians;

(g) analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem);

(h) compare and contrast stories in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.

(7) Reading standards for literature for a student at the Grade 6 level are the ability to:

(a) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments;

(c) describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution;

(d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone;

(e) analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot;

(f) explain how an author develops the point of view of the narrator or speaker in a text;

(g) compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch;

(h) compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(8) Reading standards for literature for a student at the Grade 7 level are the ability to:

(a) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text;

(c) analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot);

(d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama;

(e) analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning;

(f) analyze how an author develops and contrasts the points of view of different characters or narrators in a text;

(g) compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film);

(h) compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history; include texts that contain portrayals and/or accounts by and about American Indians; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with

scaffolding as needed at the high end of the range.

(9) Reading standards for literature for a student at the Grade 8 level are the ability to:

(a) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text;

(c) analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision;

(d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts;

(e) compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style;

(f) analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor;

(g) analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors;

(h) analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new; include texts by and about American Indians; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6–8 text complexity band independently and proficiently.

(9) Reading standards for literature for a student at the Grade 9-10 level are the ability to:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; include works by and about American Indians;

(b) determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text;

(c) analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including texts by and about American Indians, interact with other characters, and advance the plot or develop the theme;

(d) determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone);

(e) analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks)

create such effects as mystery, tension, or surprise;

(f) analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature;

(g) analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*. Painting: *American Progress*, by John Gast (circa 1872) with "Birchright," a poem, by M. L. Smoker in *Another Attempt at Rescue*);

(h) analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, the author retells the Pikuni traditional story, "Star Boy"); and

(i) by the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9–10 text complexity band independently and proficiently.

(10) Reading standards for literature for a student at the Grade 11-12 level are the ability to:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain;

(b) determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text;

(c) analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed);

(d) determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.);

(e) analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact;

(f) analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement); include works by and about American Indians;

(g) analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist.);

(h) demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics; and

(i) by the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11– college and career ready (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11–CCR text complexity band independently and proficiently.

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#### NEW RULE VI READING STANDARDS FOR INFORMATIONAL TEXT

(1) Reading standards for informational text for a student at the kindergarten level are the ability to:

(a) with prompting and support, ask and answer questions about key details in a text;

(b) with prompting and support, identify the main topic and retell key details of a text;

(c) with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text; include texts by and about American Indians;

(d) with prompting and support, ask and answer questions about unknown words in a text and recognize words and phrases with cultural significance to American Indians;

(e) identify the front cover, back cover, and title page of a book;

(f) name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text;

(g) with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts);

(h) with prompting and support, identify the reasons an author gives to support points in a text;

(i) with prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); and

(j) actively engage in group reading activities with purpose and understanding.

(2) Reading standards for informational text for a student at the Grade 1 level are the ability to:

(a) ask and answer questions about key details in a text;

(b) identify the main topic and retell key details of a text;

(c) describe the connection between two individuals, events, ideas, or pieces of information in a text; include texts by and about American Indians;

(d) ask and answer questions to help determine or clarify the meaning of

words and phrases in a text and recognize words and phrases with cultural significance to American Indians;

(e) know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text;

(f) distinguish between information provided by pictures or other illustrations and information provided by the words in a text;

(g) use the illustrations and details in a text to describe its key ideas;

(h) identify the reasons an author gives to support points in a text;

(i) identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); and

(j) with prompting and support, read informational texts appropriately complex for Grade 1.

(3) Reading standards for informational text for a student at the Grade 2 level are the ability to:

(a) ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text;

(b) identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text;

(c) describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text; include texts by and about American Indians;

(d) determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area and recognize words and phrases with cultural significance to American Indians;

(e) know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently;

(f) identify the main purpose of a text, including what the author wants to answer, explain, or describe;

(g) explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text;

(h) describe how reasons support specific points the author makes in a text;

(i) compare and contrast the most important points presented by two texts on the same topic; and

(j) by the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(4) Reading standards for informational text for a student at the Grade 3 level are the ability to:

(a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;

(b) determine the main idea of a text; recount the key details and explain how they support the main idea;

(c) describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; include texts by and about American Indians;

- (d) determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area;
  - (e) use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently;
  - (f) distinguish their own point of view from that of the author of a text;
  - (g) use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur);
  - (h) describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence);
  - (i) compare and contrast the most important points and key details presented in two texts on the same topic; and
  - (j) by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.
- (5) Reading standards for informational text for a student at the Grade 4 level are the ability to:
- (a) refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;
  - (b) determine the main idea of a text and explain how it is supported by key details; summarize the text;
  - (c) explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text; include texts by and about American Indians;
  - (d) determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area;
  - (e) describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text;
  - (f) compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided;
  - (g) interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears;
  - (h) explain how an author uses reasons and evidence to support particular points in a text;
  - (i) integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably; and
  - (j) by the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (6) Reading standards for informational text for a student at the Grade 5 level are the ability to:
- (a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) determine two or more main ideas of a text, explain how they are supported by key details, and summarize the text;

(c) explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text; include texts by and about American Indians;

(d) determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area;

(e) compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts;

(f) analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent;

(g) draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently;

(h) explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s);

(i) integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably; and

(j) by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.

(7) Reading standards for informational text for a student at the Grade 6 level are the ability to:

(a) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments;

(c) analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes);

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

(e) analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas;

(f) determine an author's point of view or purpose in a text and explain how it is conveyed in the text; include texts by and about American Indians;

(g) integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue;

(h) trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, distinguishing claims that are supported by reasons and evidence from claims that are not;

(i) compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person); include texts by and about American Indians; and

(j) by the end of the year, read and comprehend literary nonfiction in the

Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(8) Reading standards for informational text for a student at the Grade 7 level are the ability to:

(a) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text;

(c) analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events);

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone;

(e) analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas;

(f) determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others;

(g) compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words);

(h) trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims;

(i) analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts; include texts by and about American Indians; and

(j) by the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(9) Reading standards for informational text for a student at the Grade 8 level are the ability to:

(a) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text;

(c) analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories);

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts;

(e) analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

(f) determine an author's point of view or purpose in a text, including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints;

(g) evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea;

(h) delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced; include texts by and about American Indians;

(i) analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation; include texts by and about American Indians; and

(j) by the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.

(10) Reading standards for informational text for a student at the Grade 9-10 level are the ability to:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text;

(c) analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them;

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech);

(e) analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter);

(f) determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose;

(g) analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia, paying specific attention to cultural nuances), determining which details are emphasized in each account;

(h) delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning;

(i) analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Onondaga Chief Canassatego's address "On Colonizing Education"), including how they address related themes and concepts; and

(j) by the end of Grade 9, read and comprehend literary nonfiction in the

Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

(11) Reading standards for informational text for a student at the Grade 11-12 level are the ability to:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain;

(b) determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text;

(c) analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text;

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship);

(e) analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging;

(f) determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text;

(g) integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem;

(h) delineate and evaluate the reasoning in seminal U.S. texts and those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies);

(i) analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features; and

(j) by the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-CCR text complexity band independently and proficiently.

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NEW RULE VII READING STANDARDS: FOUNDATIONAL SKILLS

(1) Reading standards foundational skills for a student at the kindergarten level are the ability to:

- (a) demonstrate understanding of the organization and basic features of print;
  - (i) follow words from left to right, top to bottom, and page by page;
  - (ii) recognize that spoken words are represented in written language by specific sequences of letters;
  - (iii) understand that words are separated by spaces in print; and
  - (iv) recognize and name all upper- and lowercase letters of the alphabet;
- (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
  - (i) recognize and produce rhyming words;
  - (ii) count, pronounce, blend, and segment syllables in spoken words;
  - (iii) blend and segment onsets and rimes of single-syllable spoken words;
  - (iv) isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/.); and
  - (v) add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words;
- (c) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant;
  - (ii) associate the long and short sounds with common spellings (graphemes) for the five major vowels;
  - (iii) read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does); and
  - (iv) distinguish between similarly spelled words by identifying the sounds of the letters that differ; and
- (d) read emergent-reader texts with purpose and understanding.

(2) Reading standards: foundational skills for a student at the Grade 1 level are the ability to:

- (a) demonstrate understanding of the organization and basic features of print;
  - (i) recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation);
- (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
  - (i) distinguish long from short vowel sounds in spoken single-syllable words;
  - (ii) orally produce single-syllable words by blending sounds (phonemes), including consonant blends;
  - (iii) isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; and

- (iv) segment spoken single-syllable words into their complete sequence of individual sounds (phonemes);
- (c) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) know the spelling-sound correspondences for common consonant digraphs;
  - (ii) decode regularly spelled one-syllable words;
  - (iii) know final -e and common vowel team conventions for representing long vowel sounds;
  - (iv) use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;
  - (v) decode two-syllable words following basic patterns by breaking the words into syllables;
  - (vi) read words with inflectional endings; and
  - (vii) recognize and read grade-appropriate irregularly spelled words;
- (d) read with sufficient accuracy and fluency to support comprehension;
  - (i) read on-level text with purpose and understanding;
  - (ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and
  - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(3) Reading standards: foundational skills for a student at the Grade 2 level are the ability to:

- (a) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) distinguish long and short vowels when reading regularly spelled one-syllable words;
  - (ii) know spelling-sound correspondences for additional common vowel teams;
  - (iii) decode regularly spelled two-syllable words with long vowels;
  - (iv) decode words with common prefixes and suffixes;
  - (v) identify words with inconsistent but common spelling-sound correspondences; and
  - (vi) recognize and read grade-appropriate irregularly spelled words;
- (b) read with sufficient accuracy and fluency to support comprehension;
  - (i) read on-level text with purpose and understanding;
  - (ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and
  - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(4) Reading standards: foundational skills for a student at the Grade 3 level are the ability to:

- (a) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) identify and know the meaning of the most common prefixes and derivational suffixes;
  - (ii) decode words with common Latin suffixes;

- (iii) decode multi-syllable words; and
- (iv) read grade-appropriate irregularly spelled words;
- (b) read with sufficient accuracy and fluency to support comprehension;
- (i) read on-level text with purpose and understanding;
- (ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and
- (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(5) Reading standards: foundational skills for a student at the Grade 4 level are the ability to:

- (a) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context;
  - (b) read with sufficient accuracy and fluency to support comprehension;
  - (i) read on-level text with purpose and understanding;
  - (ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and
  - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(6) Reading standards: foundational skills for students at the Grade 5 level are the ability to:

- (a) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context;
  - (b) read with sufficient accuracy and fluency to support comprehension;
  - (i) read on-level text with purpose and understanding;
  - (ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and
  - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VIII WRITING STANDARDS (1) Writing standards for a student at the kindergarten level are the ability to:

- (a) use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .);
- (b) use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic;

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(c) use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened;

(d) with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed;

(e) with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers;

(f) participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them; include sources by and about American Indians); and

(g) with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question; include sources by and about American Indians.

(2) Writing standards for a student at the Grade 1 level are the ability to:

(a) write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure;

(b) write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure;

(c) write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;

(d) with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed;

(e) with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers;

(f) participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions; include sources by and about American Indians); and

(g) with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question; include sources by and about American Indians.

(3) Writing standards for a student at the Grade 2 level are the ability to:

(a) write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section;

(b) write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section;

(c) write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure;

(d) with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing;

(e) with guidance and support from adults, use a variety of digital tools to

produce and publish writing, including in collaboration with peers;

(f) participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations); include sources by and about American Indians; and

(g) recall information from experiences or gather information from provided sources to answer a question; include sources by and about American Indians.

(4) Writing standards for a student at the Grade 3 level are the ability to:

(a) write opinion pieces on topics or texts, supporting a point of view with reasons;

(i) introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons;

(ii) provide reasons that support the opinion;

(iii) use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; and

(iv) provide a concluding statement or section;

(b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;

(i) introduce a topic and group related information together; include illustrations when useful to aiding comprehension;

(ii) develop the topic with facts, definitions, and details;

(iii) use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; and

(iv) provide a concluding statement or section;

(c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

(i) establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally;

(ii) use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;

(iii) use temporal words and phrases to signal event order; and

(iv) provide a sense of closure;

(d) with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 3.);

(f) with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others;

(g) conduct short research projects that build knowledge about a topic; include sources by and about American Indians;

(h) recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories; include sources by and about American Indians; and

(i) write routinely over extended time frames (time for research, reflection,

and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(5) Writing standards for a student at the Grade 4 level are the ability to:

(a) write opinion pieces on topics or texts, supporting a point of view with reasons and information;

(i) introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;

(ii) provide reasons that are supported by facts and details;

(iii) link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition); and

(iv) provide a concluding statement or section related to the opinion presented;

(b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;

(i) introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension;

(ii) develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;

(iii) link ideas within categories of information using words and phrases (e.g., another, for example, also, because);

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic; and

(v) provide a concluding statement or section related to the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

(i) orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally;

(ii) use dialogue and description to develop experiences and events or show the responses of characters to situations;

(iii) use a variety of transitional words and phrases to manage the sequence of events;

(iv) use concrete words and phrases and sensory details to convey experiences and events precisely; and

(v) provide a conclusion that follows from the narrated experiences or events;

(d) produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 4.);

(f) with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of

one page in a single sitting;

(g) conduct short research projects that build knowledge through investigation of different aspects of a topic; include topics and/or sources by and about American Indians;

(h) recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”); and

(ii) apply Grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(6) Writing standards for a student at the Grade 5 level are the ability to:

(a) write opinion pieces on topics or texts, supporting a point of view with reasons and information;

(i) introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose;

(ii) provide logically ordered reasons that are supported by facts and details;

(iii) link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); and

(iv) provide a concluding statement or section related to the opinion presented;

(b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;

(i) introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension;

(ii) develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;

(iii) link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially);

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic; and

(v) provide a concluding statement or section related to the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

(i) orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally;

(ii) use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations;

- (iii) use a variety of transitional words, phrases, and clauses to manage the sequence of events;
  - (iv) use concrete words and phrases and sensory details to convey experiences and events precisely; and
  - (v) provide a conclusion that follows from the narrated experiences or events;
  - (d) produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
  - (e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards (a) through (c) above up to and including Grade 5.);
  - (f) with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting;
  - (g) conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; include sources and/or topics by and about American Indians;
  - (h) recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources;
  - (i) draw evidence from literary or informational texts to support analysis, reflection, and research;
  - (i) apply Grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”); and
  - (ii) apply Grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”); and
  - (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (7) Writing standards for a student at the Grade 6 level are the ability to:
- (a) write arguments to support claims with clear reasons and relevant evidence;
  - (i) introduce claim(s) and organize the reasons and evidence clearly;
  - (ii) support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text;
  - (iii) use words, phrases, and clauses to clarify the relationships among claim(s) and reasons;
  - (iv) establish and maintain a formal style; and
  - (v) provide a concluding statement or section that follows from the argument presented;
  - (b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of

relevant content;

(i) introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

(iii) use appropriate transitions to clarify the relationships among ideas and concepts;

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic;

(v) establish and maintain a formal style; and

(vi) provide a concluding statement or section that follows from the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;

(i) engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically;

(ii) use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters;

(iii) use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;

(iv) use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and

(v) provide a conclusion that follows from the narrated experiences or events;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 6.);

(f) use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting;

(g) conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; include sources and/or topics by and about American Indians;

(h) gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 6 reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”); and

(ii) apply Grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(8) Writing standards for a student at the Grade 7 level are the ability to:

(a) write arguments to support claims with clear reasons and relevant evidence;

(i) introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically;

(ii) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text;

(iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence;

(iv) establish and maintain a formal style; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;

(i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

(iii) use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic;

(v) establish and maintain a formal style; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;

(i) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically;

(ii) use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters;

(iii) use a variety of transition words, phrases, and clauses to convey

sequence and signal shifts from one time frame or setting to another;

(iv) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and

(v) provide a conclusion that follows from and reflects on the narrated experiences or events;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c).);

(e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards(a) through (c) up to and including Grade 7.);

(f) use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources;

(g) conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation; include sources and/or topics by and about American Indians;

(h) gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 7 reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”); and

(ii) apply Grade 7 reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(9) Writing standards for a student at the Grade 8 level are the ability to:

(a) write arguments to support claims with clear reasons and relevant evidence;

(i) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;

(ii) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources including oral sources, and demonstrating an understanding of the topic or text;

(iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;

(iv) establish and maintain a formal style; and

- (v) provide a concluding statement or section that follows from and supports the argument presented;
- (b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;
  - (i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;
  - (ii) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;
  - (iii) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
  - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic;
  - (v) establish and maintain a formal style; and
  - (vi) provide a concluding statement or section that follows from and supports the information or explanation presented;
- (c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
  - (i) engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically;
  - (ii) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters;
  - (iii) use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;
  - (iv) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and
  - (v) provide a conclusion that follows from and reflects on the narrated experiences or events;
- (d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
- (e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 8.);
- (f) use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others;
- (g) conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related,

focused questions that allow for multiple avenues of exploration; include sources and/or topics by and about American Indians;

(h) gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 8 reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”); and

(ii) apply Grade 8 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(10) Writing standards for a student at the Grade 9-10 level are the ability to:

(a) write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence;

(i) introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence;

(ii) develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns;

(iii) use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;

(i) introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;

(iii) use appropriate and varied transitions to link the major sections of the

text, create cohesion, and clarify the relationships among complex ideas and concepts;

(iv) use precise language and domain-specific vocabulary to manage the complexity of the topic;

(v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);

(c) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;

(i) engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;

(ii) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;

(iii) use a variety of techniques to sequence events so that they build on one another to create a coherent whole;

(iv) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and

(v) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grades 9-10.);

(f) use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically;

(g) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;

(h) gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation;

(i) draw evidence from literary or informational texts, including American Indian texts to support analysis, reflection, and research;

(i) apply Grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author

draws on a play by Shakespeare]” and as in James Welch’s *Fools Crow*, the author retells the Pikuni traditional story, “Star Boy” ); and

(ii) apply Grades 9-10 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

(11) Writing standards for a student at the Grade 11-12 level are the ability to:

(a) write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence;

(i) introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence;

(ii) develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;

(iii) use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;

(i) introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;

(iii) use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;

(iv) use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;

(v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);

(c) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;

(i) engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;

(ii) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;

(iii) use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution);

(iv) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and

(v) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grades 11-12.);

(f) use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information;

(g) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;

(h) gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation;

(i) draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research;

(i) apply Grades 11-12 reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”); and

(ii) apply Grades 11-12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S.

Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]”); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IX SPEAKING AND LISTENING STANDARDS (1) Speaking and listening standards for a student at the kindergarten level are the ability to:

(a) participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups;

(i) follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); and

(ii) continue a conversation through multiple exchanges;

(b) confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood;

(c) ask and answer questions in order to seek help, get information, or clarify something that is not understood;

(d) describe familiar people, places, things, and events and, with prompting and support, provide additional detail;

(e) add drawings or other visual displays to descriptions as desired to provide additional detail; and

(f) speak audibly and express thoughts, feelings, and ideas clearly.

(2) Speaking and listening standards for a student at the Grade 1 level are the ability to:

(a) participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups;

(i) follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion);

(ii) build on others' talk in conversations by responding to the comments of others through multiple exchanges; and

(iii) ask questions to clear up any confusion about the topics and texts under discussion;

(b) ask and answer questions about key details in a text read aloud or information presented orally or through other media;

(c) ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood;

(d) describe people, places, things, and events with relevant details, expressing ideas and feelings clearly;

(e) add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings; and

(f) produce complete sentences when appropriate to task and situation (See Grade 1 Language standards (a) and (c) for specific expectations.);

(3) Speaking and listening standards for a student at the Grade 2 level are the ability to:

(a) participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups;

(i) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion);

(ii) build on others' talk in conversations by linking their comments to the remarks of others; and

(iii) ask for clarification and further explanation as needed about the topics and texts under discussion;

(b) recount or describe key ideas or details from a text read aloud or information presented orally or through other media;

(c) ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue;

(d) tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences;

(e) create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings; and

(f) produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

(4) Speaking and listening standards for a student at the Grade 3 level are the ability to:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion);

(iii) ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; and

(iv) explain their own ideas and understanding in light of the discussion;

(b) determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) ask and answer questions about information from a speaker, offering appropriate elaboration and detail;

(d) report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace; include sources by and about American Indians;

(e) create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to

emphasize or enhance certain facts or details; and

(f) speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 language standards (a) and (c) for specific expectations.)

(5) Speaking and listening standards for a student at the Grade 4 level are the ability to:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions and carry out assigned roles;

(iii) pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; and

(iv) review the key ideas expressed and explain their own ideas and understanding in light of the discussion;

(b) paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) identify the reasons and evidence a speaker provides to support particular points;

(d) report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; include sources by and about American Indians;

(e) add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes; and

(f) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 language standard (a) for specific expectations.)

(6) Speaking and listening standards for a student at the Grade 5 level are the ability to:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions and carry out assigned roles;

(iii) pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; and

(iv) review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;

(b) summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) summarize the points a speaker makes and explain how each claim is supported by reasons and evidence;

(d) report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; include sources by and about American Indians;

(e) include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes; and

(f) adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 language standards (a) and (c) for specific expectations.)

(7) Speaking and listening standards for a student at the Grade 6 level are the ability to:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed;

(iii) pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion; and

(iv) review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing;

(b) interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study;

(c) delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not;

(d) present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation;

(e) include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 language standards (a) and (c) for specific expectations.)

(8) Speaking and listening standards for a student at the Grade 7 level are the ability to:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed;

(iii) pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; and

(iv) acknowledge new information expressed by others and, when warranted, modify their own views;

(b) analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study;

(c) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence;

(d) present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation;

(e) include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 language standards (a) and (c) for specific expectations.)

(9) Speaking and listening standards for a student at the Grade 8 level are the ability to:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed;

(iii) pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas; and

(iv) acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented;

(b) analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation;

(c) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced;

(d) present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation;

(e) integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command

of formal English when indicated or appropriate. (See Grade 8 language standards (a) and (c) for specific expectations.)

(10) Speaking and listening standards for a student at the Grade 9-10 level are the ability to:

(a) initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;

(i) come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;

(ii) work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed;

(iii) propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions; and

(iv) respond thoughtfully to diverse perspectives, with specific attention to culture, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented;

(b) integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source;

(c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence;

(d) present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task;

(e) make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 language standards (a) and (c) for specific expectations.)

(11) Speaking and listening standards for a student at the Grade 11-12 level are the ability to:

(a) initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;

(i) come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;

- (ii) work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed;
- (iii) propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives; and
- (iv) respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task;
- (b) integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data;
- (c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used;
- (d) present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks;
- (e) make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest; and
- (f) adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 language standards (a) and (c) for specific expectations.)

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE X LANGUAGE STANDARDS (1) Language standards for a student at the kindergarten level are the ability to:

- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
  - (i) print many upper- and lowercase letters;
  - (ii) use frequently occurring nouns and verbs;
  - (iii) form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes);
  - (iv) understand and use question words (interrogatives) (e.g., who, what, where, when, why, how);
  - (v) use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); and
  - (vi) produce and expand complete sentences in shared language activities;
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

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- (i) capitalize the first word in a sentence and the pronoun "I";
- (ii) recognize and name end punctuation;
- (iii) write a letter or letters for most consonant and short-vowel sounds (phonemes); and
- (iv) spell simple words phonetically, drawing on knowledge of sound-letter relationships;
- (c) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;
  - (i) identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); and
  - (ii) use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word;
- (d) with guidance and support from adults, explore word relationships and nuances in word meanings;
  - (i) sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent;
  - (ii) demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); and
  - (iii) identify real-life connections between words and their use (e.g., note places at school that are colorful);
  - (iv) distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings; and
  - (e) use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- (2) Language standards for a student at the Grade 1 level are the ability to:
  - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) print all upper- and lowercase letters;
    - (ii) use common, proper, and possessive nouns;
    - (iii) use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);
    - (iv) use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything);
    - (v) use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);
    - (vi) use frequently occurring adjectives;
    - (vii) use frequently occurring conjunctions (e.g., and, but, or, so, because);
    - (viii) use determiners (e.g., articles, demonstratives);
    - (ix) use frequently occurring prepositions (e.g., during, beyond, toward); and
    - (x) produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts;
  - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
    - (i) capitalize dates and names of people;
    - (ii) use end punctuation for sentences;
    - (iii) use commas in dates and to separate single words in a series;
    - (iv) use conventional spelling for words with common spelling patterns and

for frequently occurring irregular words; and

(v) spell untaught words phonetically, drawing on phonemic awareness and spelling conventions;

(c) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies;

(i) use sentence-level context as a clue to the meaning of a word or phrase;

(ii) use frequently occurring affixes as a clue to the meaning of a word; and

(iii) identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking);

(d) with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;

(i) sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;

(ii) define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes);

(iii) identify real-life connections between words and their use (e.g., note places at home that are cozy); and

(iv) distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings; and

(e) use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

(3) Language standards for a student at the Grade 2 level are the ability to:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) use collective nouns (e.g., group);

(ii) form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish);

(iii) use reflexive pronouns (e.g., myself, ourselves);

(iv) form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told);

(v) use adjectives and adverbs, and choose between them depending on what is to be modified; and

(vi) produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy);

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) capitalize holidays, product names, and geographic names;

(ii) use commas in greetings and closings of letters;

(iii) use an apostrophe to form contractions and frequently occurring possessives;

(iv) generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil); and

(v) consult reference materials, including beginning dictionaries, as needed

to check and correct spellings;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) compare formal and informal uses of English;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies;

(i) use sentence-level context as a clue to the meaning of a word or phrase;

(ii) determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell);

(iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional);

(iv) use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); and

(v) use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases;

(e) demonstrate understanding of word relationships and nuances in word meanings;

(i) identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); and

(ii) distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny); and

(f) use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

(4) Language standards for a student at the Grade 3 level are the ability to:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences;

(ii) form and use regular and irregular plural nouns;

(iii) use abstract nouns (e.g., childhood);

(iv) form and use regular and irregular verbs;

(v) form and use the simple (e.g., I walked; I walk; I will walk) verb tenses;

(vi) ensure subject-verb and pronoun-antecedent agreement;

(vii) form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;

(viii) use coordinating and subordinating conjunctions; and

(ix) produce simple, compound, and complex sentences;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) capitalize appropriate words in titles;

(ii) use commas in addresses;

(iii) use commas and quotation marks in dialogue;

(iv) form and use possessives;

(v) use conventional spelling for high-frequency and other studied words and

for adding suffixes to base words (e.g., sitting, smiled, cries, happiness);

(vi) use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; and

(vii) consult reference materials, including beginning dictionaries, as needed to check and correct spellings;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) choose words and phrases for effect; and

(ii) recognize and observe differences between the conventions of spoken and written standard English;

(d) determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies;

(i) use sentence-level context as a clue to the meaning of a word or phrase;

(ii) determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat);

(iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); and

(iv) use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases;

(e) demonstrate understanding of word relationships and nuances in word meanings;

(i) distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps);

(ii) identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); and

(iii) distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered); and

(f) acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

(5) Language standards for a student at the Grade 4 level are the ability to:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why);

(ii) form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;

(iii) use modal auxiliaries (e.g., can, may, must) to convey various conditions;

(iv) order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);

(v) form and use prepositional phrases;

(vi) produce complete sentences, recognizing and correcting inappropriate

fragments and run-ons; and

(vii) correctly use frequently confused words (e.g., to, too, two; there, their);

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use correct capitalization;

(ii) use commas and quotation marks to mark direct speech and quotations from a text;

(iii) use a comma before a coordinating conjunction in a compound sentence;

and

(iv) spell grade-appropriate words correctly, consulting references as needed;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) choose words and phrases to convey ideas precisely;

(ii) choose punctuation for effect; and

(iii) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); and

(iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases;

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;

(ii) recognize and explain the meaning of common idioms, adages, and proverbs; and

(iii) demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms); and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

(6) Language standards for a student at the Grade 5 level are the ability to:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences;

(ii) form and use the perfect (e.g., I had walked; I have walked; I will have

walked) verb tenses;

(iii) use verb tense to convey various times, sequences, states, and conditions;

(iv) recognize and correct inappropriate shifts in verb tense; and

(v) use correlative conjunctions (e.g., either/or, neither/nor);

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use punctuation to separate items in a series;

(ii) use a comma to separate an introductory element from the rest of the sentence;

(iii) use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?);

(iv) use underlining, quotation marks, or italics to indicate titles of works; and

(v) spell grade-appropriate words correctly, consulting references as needed;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) expand, combine, and reduce sentences for meaning, reader/listener interest, and style; and

(ii) compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); and

(iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases;

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figurative language, including similes and metaphors, in context;

(ii) recognize and explain the meaning of common idioms, adages, and proverbs; and

(iii) use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

(7) Language standards for a student at the Grade 6 level are the ability to:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) ensure that pronouns are in the proper case (subjective, objective, possessive);

- (ii) use intensive pronouns (e.g., myself, ourselves);
- (iii) recognize and correct inappropriate shifts in pronoun number and person;
- (iv) recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents); and
- (v) recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language;
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
  - (i) use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; and
  - (ii) spell correctly;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
  - (i) vary sentence patterns for meaning, reader/listener interest, and style; and
  - (ii) maintain consistency in style and tone;
- (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies;
  - (i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
  - (ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible);
  - (iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and
  - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
- (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
  - (i) interpret figures of speech (e.g., personification) in context;
  - (ii) use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words;
  - (iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty); and
  - (iv) recognize the influence time, culture, gender and social relationships have upon word meaning; and
- (f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (8) Language standards for a student at the Grade 7 level are the ability to:
  - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) explain the function of phrases and clauses in general and their function in specific sentences;
    - (ii) choose among simple, compound, complex, and compound-complex

sentences to signal differing relationships among ideas; and

(iii) place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not, He wore an old[,] green shirt); and

(ii) spell correctly;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel);

(iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and

(iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context;

(ii) use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words;

(iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending); and

(iv) recognize the influence time, culture, gender and social relationships have upon word meaning; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(9) Language standards for a student at the Grade 8 level are the ability to:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences;

(ii) form and use verbs in the active and passive voice;

(iii) form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and

- (iv) recognize and correct inappropriate shifts in verb voice and mood;
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
  - (i) use punctuation (comma, ellipsis, dash) to indicate a pause or break;
  - (ii) use an ellipsis to indicate an omission; and
  - (iii) spell correctly;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
  - (i) use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact);
  - (d) determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies;
    - (i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
    - (ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede);
    - (iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and
    - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
    - (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
      - (i) interpret figures of speech (e.g. verbal irony, puns) in context;
      - (ii) use the relationship between particular words to better understand each of the words;
      - (iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute); and
      - (iv) recognize the influence time, culture, gender and social relationships have upon word meaning; and
    - (f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (10) Language standards for a student at the Grade 9-10 level are the ability to:
  - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) use parallel structure; and
    - (ii) use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations;
  - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

- (i) use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses;
- (ii) use a colon to introduce a list or quotation; and
- (iii) spell correctly;
- (c) apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;
  - (i) write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type;
  - (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9–10 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language;
    - (i) use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
    - (ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy);
    - (iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology; and
    - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
    - (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
      - (i) interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text; and
      - (ii) analyze nuances in the meaning of words with similar denotations; and
    - (f) acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (11) Language standards for a student at the Grade 11.-.12 level are the ability to:
  - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
    - (ii) resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed;
  - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
    - (i) observe hyphenation conventions; and

- (ii) spell correctly;
- (c) apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;
  - (i) vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading;
  - (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language;
    - (i) use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
    - (ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable);
    - (iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and
    - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
    - (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
      - (i) interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text; and
      - (ii) analyze nuances in the meaning of words with similar denotations; and
    - (f) acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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NEW RULE XI READING STANDARDS FOR LITERACY IN HISTORY/  
SOCIAL STUDIES (1) Reading standards for literacy in history/social studies for a student at the Grade 6-8 level are the ability to:

- (a) cite specific textual evidence to support analysis of primary and secondary sources;
- (b) determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions;
- (c) identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered);

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(d) determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies;

(e) describe how a text presents information (e.g., sequentially, comparatively, causally);

(f) identify aspects of a text, including those by and about American Indians, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts);

(g) integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts;

(h) distinguish among fact, opinion, and reasoned judgment in a text, including texts by and about American Indians;

(i) analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians; and

(j) by the end of Grade 8, read and comprehend history/social studies texts in the Grades 6–8 text complexity band independently and proficiently.

(2) Reading standards for literacy in history/social studies for a student at the Grade 9-10 level are the ability to:

(a) cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information;

(b) determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text;

(c) analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them;

(d) determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies;

(e) analyze how a text uses structure to emphasize key points or advance an explanation or analysis;

(f) compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts;

(g) integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text;

(h) assess the extent to which the reasoning and evidence in a text support the author's claims; include texts by and about American Indians;

(i) compare and contrast treatments of the same topic in several primary and secondary sources, including American Indian sources; and

(j) by the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.

(3) Reading standards for literacy in history/social studies for a student at the Grade 11-12 level are the ability to:

(a) cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole;

(b) determine the central ideas or information of a primary or secondary

source; provide an accurate summary that makes clear the relationships among the key details and ideas;

(c) evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain;

(d) determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships);

(e) analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole;

(f) evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence;

(g) integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem;

(h) evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information; include texts by and about American Indians;

(i) integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources; and

(j) by the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

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NEW RULE XII READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (1) Reading standards for literacy in science and technical subjects for a student at the Grade 6-8 level are the ability to:

(a) cite specific textual evidence to support analysis of science and technical texts;

(b) determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions;

(c) follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks;

(d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6–8 texts and topics;

(e) analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic;

(f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text;

(g) integrate quantitative or technical information expressed in words in a text

with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table);

(h) distinguish among facts, reasoned judgment based on research findings, and speculation in a text; include texts by and about American Indians;

(i) compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic; and

(j) by the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.

(2) Reading standards for literacy in science and technical subjects for a student at the Grade 9-10 level are the ability to:

(a) cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions;

(b) determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text;

(c) follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text;

(d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 9-10 texts and topics;

(e) analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy);

(f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address;

(g) translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words;

(h) assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problems;

(i) compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts; and

(j) by the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.

(3) Reading standards for literacy in science and technical subjects for a student at the Grade 11-12 level are the ability to:

(a) cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account;

(b) determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms;

(c) follow precisely a complex multistep procedure when carrying out

experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text;

(d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 11-12 texts and topics;

(e) analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas;

(f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved;

(g) integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia, Montana tribal resources) in order to address a question or solve a problem;

(h) evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information, including those from American Indians;

(i) synthesize information from a range of sources (e.g., texts, experiments, simulations, and knowledge derived from American Indian cultures) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible; and

(j) by the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

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### NEW RULE XIII WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

(1) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 6-8 level are the ability to:

(a) write arguments focused on discipline-specific content;

(i) introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;

(ii) support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources;

(iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;

(iv) establish and maintain a formal style; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes;

(i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving

purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;

(iii) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic;

(v) establish and maintain a formal style and objective tone; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented;

(c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;

(d) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed;

(e) use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently;

(f) conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration;

(g) gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;

(h) draw evidence from informational texts to support analysis, reflection, and research; include texts by and about American Indians; and

(i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(2) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 9-10 level are the ability to:

(a) write arguments focused on discipline-specific content;

(i) introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence;

(ii) develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns;

(iii) use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from or supports the argument presented;

- (b) write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes;
    - (i) introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;
    - (ii) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
    - (iii) use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts;
    - (iv) use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers;
    - (v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
    - (vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);
  - (c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
  - (d) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience;
  - (e) use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically;
  - (f) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;
  - (g) gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation;
  - (h) draw evidence from informational texts to support analysis, reflection, and research; include texts by and about American Indians; and
  - (i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (3) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 11-12 level are the ability to:
- (a) Write arguments focused on discipline-specific content;
    - (i) introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence;

(ii) develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases;

(iii) use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from or supports the argument presented.

(b) write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes;

(i) introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;

(iii) use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;

(iv) use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers; and

(v) provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic);

(c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;

(d) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience;

(e) use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information;

(f) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;

(g) gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding

plagiarism and overreliance on any one source and following a standard format for citation;

(h) draw evidence from informational texts to support analysis, reflection, and research; include texts by and about American Indians; and

(i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XIV EXPLANATION OF THE CONTENT STANDARDS (1) The content standards shall be used by school districts to develop local curriculum and assessment in all the content areas including: English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices. The K-12 content standards describe what students shall know, understand, and be able to do in these content standards. These K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XV INDIAN EDUCATION (1) Curriculum and instruction of the content standards ARM [New Rule XIV] shall incorporate the distinct and unique cultural heritage of Montana American Indians pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and 20-1-501 and 20-9-309 2(c), MCA.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XVI DEFINITIONS (1) "Content standard" means what all students should know, understand, and be able to do in English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices.

(2) "Mathematical practices" describe processes and proficiencies students use as practioners of the discipline of mathematics.

(3) The symbol "+" denotes science, technology, engineering, mathematics (STEM) standards that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics.

(4) The symbol "\*" denotes specific modeling standards appearing throughout the high school mathematics standards.

(5) "Literacy in history/social studies, science and technical subjects" means instruction in reading, writing, speaking, listening, and language use is a shared responsibility by teachers of English language arts and other content areas.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XVII STANDARDS REVIEW SCHEDULE (1) Montana's content standards shall be reviewed and revised on a five-year cycle.

(2) A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at intervals not exceeding five years.

(3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

4. REASON: The proposed new rules on Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects ("the standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the standards represent a synthesis of the best elements of standards-related work to date and an important advance over previous work.

The Montana Content Standards for English language arts reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner.

5. The board proposes to repeal the following rules:

10.54.3610 COMMUNICATION ARTS SPEAKING AND LISTENING  
CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3611 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND

LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3612 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3613 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3620 COMMUNICATION ARTS READING CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3621 BENCHMARK FOR COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3622 BENCHMARK FOR COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3623 BENCHMARK FOR COMMUNICATION ARTS READING CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3630 COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3631 BENCHMARK FOR COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3632 BENCHMARK FOR COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3633 BENCHMARK FOR COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3640 COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3641 BENCHMARK FOR COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3642 BENCHMARK FOR COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3643 BENCHMARK FOR COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3650 COMMUNICATION ARTS WRITING CONTENT STANDARD 5 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3651 BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3652 BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3653 BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3701 GRADE 4 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3702 GRADE 4 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3702 GRADE 4 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3703 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3704 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3705 GRADE 8 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3706 GRADE 8 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3707 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3708 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3709 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3710 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3711 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3712 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

6. REASON: The above rules are being repealed and replaced by the rules proposed for adoption in this notice.

7. Pursuant to the agreement between the Board of Public Education and the Legislature, the board does anticipate implementation costs, and shall request and report in its adoption notice any cost estimates received from districts during the hearing. To allow for sufficient time to complete this process the effective date for the adoption and repeal of the above rules will be July 1, 2013.

8. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., \_\_\_\_\_, 2011.

9. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

10. The board maintains a list of interested persons who wish to receive

notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

11. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

12. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

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Peter Donovan  
Rule Reviewer

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Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State September 12, 2011.

## TIMELINE

### Montana K-12 Content Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects September 2011

- Recommendation to the BPE ..... May 2011 meeting
- Present proposed Montana K-12 Content Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technology Subjects to the BPE ..... July 2011 meeting
- Notice of Public Hearing approval by BPE ..... September 2011 meeting
- Proposed notice to SOS for notice in MAR ..... September 12, 2011
- MAR publication out ..... September 22, 2011
- Hearing date ..... week of October 24, 2011
- Final Public Input deadline ..... date of hearing
- Draft Adoption Notice to BPE ..... November 2011 meeting
- Final rule changes to SOS for notice in MAR ..... November 14, 2011
- MAR publication out ..... November 23, 2011
- Effective Date of Rules ..... July 1, 2013

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

**PRESENTATION:** Notice of Public Hearing on Proposed Adoption of Montana K-12 Content Standards in Mathematics and Mathematical Practices

**PRESENTER:** Jean Howard  
Mathematics Content Specialist  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction will present to the Montana Board of Public Education Notice of Public Hearing in the matter of the adoption of New Rules pertaining to content standards in Mathematics and Mathematical Practices and the repeal of ARM 10.54.4010-4013, 10.54.4020-4023, 10.54.4030-4033, 10.54.4040-4043, 10.54.4050-4053, 10.54.4060-63, 10.54.4070-73, 10.54.4087-4089, and 10.54.4090-4098 rules relating to mathematics content standards and performance descriptors.

**REQUESTED DECISION(S):** Recommend Approval of the Notice of Public Hearing

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New	)	NOTICE OF PUBLIC HEARING ON
Rules I through XIII pertaining to	)	PROPOSED ADOPTION AND
content standards for mathematics	)	REPEAL
and repeal of ARM 10.54.4010-4013,	)	
10.54.4020-4023, 10.54.4030-4033,	)	
10.54.4040-4043, and 10.54.4101-	)	
10.54.4112 rules relating to	)	
mathematics content standards and	)	
performance descriptors	)	
	)	
	)	
	)	

TO: All Concerned Persons

1. On \_\_\_\_\_ at 10:00 a.m. the Board of Public Education will hold a public hearing in the conference room of the \_\_\_\_\_ building at \_\_\_\_\_, Helena Montana, to consider the proposed adoption and repeal of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on \_\_\_\_\_, 2011, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59601-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I STANDARDS FOR MATHEMATICAL PRACTICE FOR GRADES k-12 (1) Mathematical practice standard 1 is to make sense of problems and persevere in solving them. Mathematically proficient students:

- (a) explain the meaning of a problem and restate it in their words;
  - (b) analyze given information to develop possible strategies for solving the problem;
  - (c) identify and execute appropriate strategies to solve the problem;
  - (d) evaluate progress toward the solution and make revisions if necessary;
- and
- (e) check their answers using a different method, and continually ask “Does this make sense?”

(2) Mathematical practice standard 2 is to reason abstractly and quantitatively. Mathematically proficient students:

(a) make sense of quantities and their relationships in problem situations;  
(b) use varied representations and approaches when solving problems;  
(c) know and flexibly use different properties of operations and objects; and  
(d) change perspectives, generate alternatives and consider different options.

(3) Mathematical practice standard 3 is to construct viable arguments and critique the reasoning of others. Mathematically proficient students:

(a) understand and use prior learning in constructing arguments;  
(b) habitually ask “why” and seek an answer to that question;  
(c) question and problem-pose;  
(d) develop questioning strategies to generate information';  
(e) seek to understand alternative approaches suggested by others and as a result, to adopt better approaches;  
(f) justify their conclusions, communicate them to others, and respond to the arguments of others; and  
(g) compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an argument, explain what it is.

(4) Mathematical practice standard 4 is to model with mathematics. Mathematically proficient students:

(a) apply the mathematics they know to solve problems arising in everyday life, society, and the workplace;  
(b) make assumptions and approximations to simplify a complicated situation, realizing that these may need revision later;  
(c) identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas; and  
(d) analyze mathematical relationships to draw conclusions.

(5) Mathematical practice standard 5 is to use appropriate tools strategically. Mathematically proficient students:

(a) use tools when solving a mathematical problem and to deepen their understanding of concepts (e.g., pencil and paper, physical models, geometric construction and measurement devices, graph paper, calculators, computer-based algebra or geometry systems); and  
(b) make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. They detect possible errors by strategically using estimation and other mathematical knowledge.

(6) Mathematical practice standard 6 is to attend to precision. Mathematically proficient students:'

(a) communicate their understanding of mathematics to others;  
(b) use clear definitions and state the meaning of the symbols they choose, including using the equal sign consistently and appropriately;  
(c) specify units of measure and use label parts of graphs and charts; and  
(d) strive for accuracy.

(7) Mathematical practice standard 7 is to look for and make use of structure. Mathematically proficient students:

(a) look for, develop, generalize and describe a pattern orally, symbolically,

graphically and in written form; and

(b) apply and discuss properties.

(8) Mathematical practice standard 8 is to look for and express regularity in repeated reasoning. Mathematically proficient students:

(a) look for mathematically sound shortcuts; and

(b) use repeated applications to generalize properties.

### NEW RULE II

(1) Mathematics is a human endeavor with scientific, social, and cultural relevance. Relevant context creates an opportunity for student ownership of the study of mathematics. In Montana, the Constitution pursuant to Article X Sect 1(2) and statutes §20-1-501 and §20-9-309 2(c), MCA, calls for mathematics instruction that incorporates the distinct and unique cultural heritage of Montana American Indians. Cultural context and the Standards for Mathematical Practices together provide opportunities to engage students in culturally relevant learning of mathematics and create criteria to increase accuracy and authenticity of resources. Both mathematics and culture are found everywhere, therefore the incorporation of contextually relevant mathematics allows for the application of mathematical skills and understandings that makes sense for all students.

### NEW RULE III MONTANA KINDERGARTEN MATHEMATICS CONTENT

STANDARDS (1) Mathematics counting and cardinality standards 1 – 7 for kindergarten are:

(a) count to 100 by ones and by tens;

(b) count forward beginning from a given number within the known sequence (instead of having to begin at 1);

(c) write numbers from 0 to 20; represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects);

(d) understand the relationship between numbers and quantities; connect counting to cardinality;

(i) when counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object from a variety of cultural contexts, including those of Montana American Indians;

(ii) understand that the last number name said tells the number of objects counted; the number of objects is the same regardless of their arrangement or the order in which they were counted;

(iii) understand that each successive number name refers to a quantity that is one larger;

(e) count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects from a variety of cultural contexts, including those of Montana American Indians;

(f) identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies; and

(g) compare two numbers between 1 and 10 presented as written numerals.

(2) Mathematics operations and algebraic thinking content standards 1-5 for kindergarten are:

(a) represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations;

(b) solve addition and subtraction word problems from a variety of cultural contexts, including those of Montana American Indians, and add and subtract within 10, e.g., by using objects or drawings to represent the problem;

(c) decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ );

(d) for any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation; and

(e) fluently add and subtract within 5.

(3) Mathematics number and operations in base ten content standard 1 for kindergarten are:

(a) compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

(4) Mathematics measurement and data content standards 1-3 for kindergarten are:

(a) describe measurable attributes of objects, such as length or weight; describe several measurable attributes of a single object;

(b) directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference; for example, directly compare the heights of two children and describe one child as taller/shorter; and

(c) classify objects from a variety of cultural contexts, including those of Montana American Indians, into given categories; count the numbers of objects in each category and sort the categories by count.

(5) Mathematics geometry content standards 1-6 for kindergarten are:

(a) describe objects, including those of Montana American Indians, in the environment using names of shapes, and describe the relative positions of these objects using terms such as: above, below, beside, in front of, behind, and next to;

(b) correctly name shapes regardless of their orientations or overall size;

(c) identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”);

(d) analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”), and other attributes (e.g., having sides of equal length);

(e) model shapes in the world from a variety of cultural contexts, including those of Montana American Indians, by building shapes from components (e.g., sticks and clay balls) and drawing shapes; and

(f) compose simple shapes to form larger shapes; for example, “Can you join these two triangles with full sides touching to make a rectangle?”

NEW RULE IV MONTANA GRADE 1 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-8 for Grade 1 are:

(a) use addition and subtraction within 20 to solve word problems within a cultural context, including those of Montana American Indians, involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem;

(b) solve word problems within a cultural context, including those of Montana American Indians, that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

(c) apply properties of operations as strategies to add and subtract; for example: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known (commutative property of addition); to add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$  (associative property of addition);

(d) understand subtraction as an unknown-addend problem; for example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8;

(e) relate counting to addition and subtraction (e.g., by counting on 2 to add 2);

(f) add and subtract within 20, demonstrating fluency for addition and subtraction within 10; use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ );

(g) understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false; for example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ ; and

(h) determine the unknown whole-number in an addition or subtraction equation relating to three whole numbers; for example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$

(2) Mathematics number and operations in base ten content standards 1-6 for Grade 1 are:

(a) count to 120, starting at any number less than 120; read and write numerals and represent a number of objects with a written numeral in this range;

(b) understand that the two digits of a two-digit number represent amounts of tens and ones; understand the following as special cases:

(i) 10 can be thought of as a bundle of ten ones — called a “ten;”

(ii) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones;

(iii) the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones);

(c) compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ ;

(d) add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used; understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten;

(e) given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used; and

(f) subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

(3) Mathematics measurement and data content standards 1-4 for Grade 1 are:

(a) order three objects from a variety of cultural contexts, including those of Montana American Indians, by length; compare the lengths of two objects indirectly by using a third object;

(b) express the length of an object as a whole-number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps; limit to contexts where the object being measured is spanned by a whole-number of length units with no gaps or overlaps;

(c) tell and write time in hours and half-hours using analog and digital clocks; and

(d) organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

(4) Mathematics geometry content standards 1-3 for Grade 1 are:

(a) distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes;

(b) compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape;

(c) partition circles and rectangles into two and four equal shares, describe the shares using the words: halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of; describe the whole as two of, or four of the shares; understand for these examples that decomposing into more equal shares creates smaller shares.

NEW RULE V MONTANA GRADE 2 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-4 for Grade 2 are:

(a) use addition and subtraction within 100 to solve one- and two-step word problems involving situations within a cultural context, including those of Montana American Indians, of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem;

(b) fluently add and subtract within 20 using mental strategies; by the end of Grade 2, know from memory all sums of two one-digit numbers;

(c) determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends; and

(d) use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

(2) Mathematics number and operations in base ten content standards 1-9 for Grade 2 are:

(a) understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones; understand the following special cases:

(i) 100 can be thought of as a bundle of ten tens – called a "hundred;" and

(ii) the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones);

(b) count within 1000; skip-count by 5s, 10s, and 100s;

(c) read and write numbers to 1000 using base-ten numerals, number names, and expanded form;

(d) compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons;

(e) fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;

(f) add up to four two-digit numbers using strategies based on place value and properties of operations;

(g) add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds;

(h) mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900; and

(i) explain why addition and subtraction strategies work, using place value and the properties of operations.

(3) Mathematics measurement and data content standards 1-10 for Grade 2

are:

- (a) measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes;
  - (b) measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen;
  - (c) estimate lengths using units of inches, feet, centimeters, and meters;
  - (d) measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit;
  - (e) use addition and subtraction within 100 to solve word problems within a cultural context, including those of Montana American Indians, involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem;
  - (f) represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line diagram;
  - (g) tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.;
  - (h) solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately; for example: If you have two dimes and three pennies, how many cents do you have?
  - (i) generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object; show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units; and
  - (j) draw a picture graph and a bar graph (with single unit scale) to represent a data set from a variety of cultural contexts, including those of Montana American Indians, with up to four categories; solve simple put together, take apart and compare problems using information presented in a bar graph.
- (4) Mathematics geometry content standards 1-3 for Grade 2 are:
- (a) recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; identify triangles, quadrilaterals, pentagons, hexagons, and cubes;
  - (b) partition a rectangle into rows and columns of same size squares and count to find the total number of them; and
  - (c) partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths; recognize that equal shares of identical wholes need not have the same shape.

### NEW RULE VI MONTANA GRADE 3 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-9 for Grade 3 are:

- (a) interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each; for example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .
- (b) interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$

as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each; For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ ;

(c) use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem;

(d) determine the unknown whole-number in a multiplication or division equation relating three whole numbers; for example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$

(e) apply properties of operations as strategies to multiply and divide; for example: if  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known (commutative property of multiplication);  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$  (associative property of multiplication); knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$  (distributive property);

(f) understand division as an unknown factor problem; for example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8;

(g) fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations; by the end of Grade 3, know from memory all products of two one-digit numbers;

(h) solve two step word problems using the four operations within cultural contexts, including those of Montana American Indians; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding; and

(i) identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations; for example, observe that four times a number is always even, and explain why four times a number can be decomposed into two equal addends.

(2) Mathematics number and operations in base ten content standards 1-3 for Grade 3 are:

(a) use place value understanding to round whole numbers to the nearest 10 or 100;

(b) fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction; and

(c) multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

(3) Mathematics number and operations and fractions content standards 1-3 for Grade 3 are:

(a) understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ ;

(b) understand a fraction as a number on the number line; represent fractions on a number line diagram;

(i) represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts; recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line; and

(ii) represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0; recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line;

(c) explain equivalence of fractions in special cases, and compare fractions by reasoning about their size;

(i) understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line;

(ii) recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ ; explain why the fractions are equivalent, e.g., by using a visual fraction model;

(iii) express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers; for example: express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram;

(iv) compare two fractions with the same numerator or the same denominator by reasoning about their size; recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

(4) Mathematics measurement and data content standards 1-8 for Grade 3 are:

(a) tell and write time to the nearest minute and measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram;

(b) measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l); add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem;

(c) draw a scaled picture graph and a scaled bar graph to represent a data set with several categories, within cultural contexts, including those of Montana American Indians; solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs; for example, draw a bar graph in which each square in the bar graph might represent five pets;

(d) generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch; show the data by making a line plot, where the horizontal scale is marked off in appropriate units, i.e. whole numbers, halves, or quarters;

(e) recognize area as an attribute of plane figures and understand concepts of area measurement;

(i) a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area; and

(ii) a plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units;

- (f) measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units);
  - (g) relate area to the operations of multiplication and addition;
  - (i) find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths;
  - (ii) multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning;
  - (iii) use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ ; use area models to represent the distributive property in mathematical reasoning;
  - (iv) recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems, including those of Montana American Indians; and
  - (h) solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- (5) Mathematics geometry content standards 1 and 2 for Grade 3 are:
- (a) understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals); recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories; and
  - (b) partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole; for example, partition a shape into four parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

#### NEW RULE VII MONTANA GRADE 4 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-5 for Grade 4 are:

- (a) interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5; represent verbal statements of multiplicative comparisons as multiplication equations;
- (b) multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison;
- (c) solve multistep word problems within cultural contexts, including those of Montana American Indians, with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding;

(d) find all factor pairs for a whole number in the range 1-100; recognize that a whole number is a multiple of each of its factors; determine whether a given whole number in the range 1-1000 is a multiple of a given one-digit number; determine whether a given whole number in the range 1-100 is prime or composite; and

(e) generate number or shape pattern that follows a given rule; identify apparent features of the pattern that were not explicit in the rule itself; for example, given the rule "add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers; explain informally why the numbers will continue to alternate in this way.

(2) Mathematics number and operations in base ten content standards 1-6 for Grade 4 are:

(a) recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right; for example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division;

(b) read and write multi-digit whole numbers using base ten numerals, number names, and expanded form; compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons;

(c) use place value understanding to round multi-digit whole numbers to any place;

(d) fluently add and subtract multi-digit whole numbers using the standard algorithm;

(e) multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers using strategies based on place value and the properties of operations; illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and

(f) find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

(3) Mathematics number and operations – fractions content standards 1-7 for Grade 4 are:

(a) explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions;

(b) compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ ; recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model;

(c) understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ ;

(i) understand addition and subtraction of fractions as joining and separating parts referring to the same whole;

(ii) decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation; justify

decompositions, e.g., by using a visual fraction model; for example:  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ ;

(iii) add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction; and

(iv) solve word problems within cultural contexts, including those of Montana American Indians, involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem;

(d) apply and extend previous understandings of multiplication to multiply a fraction by a whole number;

(i) understand a fraction  $a/b$  as a multiple of  $1/b$ ; for example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ ;

(ii) understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number; for example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$  (in general,  $n \times (a/b) = (n \times a)/b$ );

(iii) solve word problems within cultural contexts, including those of Montana American Indians, involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem; for example, if each person at a party will eat  $3/8$  of a pound of roast beef and there will be five people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? As a contemporary American Indian example, for family/cultural gatherings the Canadian and Montana Cree bake bannock made from flour, salt, grease, and baking soda, in addition to  $3/4$  cup water per pan. When making four pans, how much water will be needed?

(e) express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100; for example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ ;

(f) use decimal notation for fractions with denominators 10 or 100; for example, rewrite  $0.62$  as  $62/100$ ; describe a length as  $0.62$  meters; locate  $0.62$  on a number line diagram;

(g) compare two decimals to hundredths by reasoning about their size; recognize that comparisons are valid only when the two decimals refer to the same whole; record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

(4) Mathematics measurement and data content standards 1-7 for Grade 4 are:

(a) know relative sizes of measurement units within one system of units including km, m, cm, kg, g, lb., oz., l, ml, hr, min., sec.; within a single system of measurement, express measurements in a larger unit in terms of a smaller unit; record measurement equivalents in a two-column table; for example know that 1 ft is 12 times as long as 1 in.; express the length of a 6 ft snake as 48 in.; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...;

(b) use the four operations to solve word problems within cultural contexts, including those of Montana American Indians, involving distances, intervals of time, liquid volumes, masses of objects, and money; including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit; represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale;

(c) apply the area and perimeter formulas for rectangles in real world and mathematical problems; for example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor;

(d) make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ); solve problems involving addition and subtraction of fractions by using information presented in line plots; for example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect or arrow/spearhead collection;

(e) recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement:

(i) an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle," and can be used to measure angles; and

(ii) an angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees;

(f) measure angles in whole-number degrees using a protractor; sketch angles of specified measure;

(g) recognize angle measure as additive; when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts; solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems; e.g., by using an equation with a symbol for the unknown angle measure.

(5) Mathematics geometry content standards 1-3 for Grade 4 are:

(a) draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; identify these in two-dimensional figures;

(b) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size; recognize right triangles as a category and identify right triangles; and

(c) recognize a line of symmetry for a two-dimensional figure, including those found in Montana American Indian designs, as a line across the figure such that the figure can be folded along the line into matching parts; identify line-symmetric figures and draw lines of symmetry.

NEW RULE VIII MONTANA GRADE 5 MATHEMATICS CONTENT STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-3 for Grade 5 are:

(a) use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols;

(b) write simple expressions that record calculations with numbers, and

interpret numerical expressions without evaluating them; for example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ ; recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product; and

(c) generate two numerical patterns using two given rules; identify apparent relationships between corresponding terms; form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane; for example, given the rule “add 3” and the starting number 0, and given the rule “add 6” and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence; explain informally why this is so.

(2) Mathematics number and operations in base ten content standards 1-7 for Grade 5 are:

(a) recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left;

(b) explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10;

(c) read, write, and compare decimals to thousandths;

(i) read and write decimals to thousandths using base ten numerals, number names, and expanded form, e.g.  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ ; and

(ii) compare two decimals to thousandths based on meanings of the digits in each place using  $>$ ,  $=$ , and  $<$  symbols to records the results of comparisons;

(d) use place value understandings to round decimals to any place;

(e) fluently multiply multi-digit whole numbers using the standard algorithm;

(f) find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and

(g) add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings within cultural contexts, including those of Montana American Indians, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

(3) Mathematics number and operations - fractions - content standards 1-7 for Grade 5 are:

(a) add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators; for example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$  (in general,  $a/b + c/d = (ad + bc)/bd$ );

(b) solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem; use benchmark

fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers; for example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ ;

(c) interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ); solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem; for example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ ; if 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

(d) apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction;

(i) interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ ; for example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation within cultural contexts, including those of Montana American Indians; do the same with  $(2/3) \times (4/5) = 8/15$  (in general,  $(a/b) \times (c/d) = ac/bd$ );

(ii) find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas;

(e) interpret multiplication as scaling (resizing), by:

(i) comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication; and

(ii) explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1;

(f) solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem within cultural contexts, including those of Montana American Indians;

(g) apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions;

(i) interpret division of a unit fraction by a non-zero whole number and compute such quotients; for example, create a story context within cultural contexts, including those of Montana American Indians, for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ ;

(ii) interpret division of a whole number by a unit fraction, and compute such quotients; for example, create a story context within cultural contexts, including those of Montana American Indians, for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ ; and

(iii) solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem; for example, how much chocolate will each person get if 3 people share  $\frac{1}{2}$  lb of chocolate equally? How many  $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

(4) Mathematics measurement and data content standards 1-5 for Grade 5 are:

(a) convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real world problems within a cultural context, including those of Montana American Indians;

(b) make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ); use operations on fractions for this grade to solve problems involving information presented in line plots; for example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally;

(c) recognize volume as an attribute of solid figures and understand concepts of volume measurement;

(i) a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume; and

(ii) a solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units;

(d) measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units;

(e) relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume within cultural contexts, including those of Montana American Indians;

(i) find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base; represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication;

(ii) apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems; and

(iii) recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

(5) Mathematics geometry content standards 1-4 for Grade 5 are:

(a) use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates; understand that the first number indicates how far to travel from the origin in the direction of one axis and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate);

- (b) represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation, including those found in Montana American Indian designs;
- (c) understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; for example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles; and
- (d) classify two-dimensional figures in a hierarchy based on properties.

### NEW RULE IX MONTANA GRADE 6 MATHEMATICS CONTENT

STANDARDS (1) Mathematics ratios and proportional relationships content standards 1-3 for Grade 6 are:

- (a) understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; for example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”
- (b) understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship; for example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”
- (c) use ratio and rate reasoning to solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations;
  - (i) make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane; use tables to compare ratios;
  - (ii) solve unit rate problems including those involving unit pricing and constant speed; for example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? As a contemporary American Indian example, it takes at least 16 hours to bead a Crow floral design on moccasins for two children. How many pairs of moccasins can be completed in 72 hours?
  - (iii) find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent;
  - (iv) use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

(2) Mathematics - the number system content standards 1-6 for Grade 6 are:

- (a) interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in

2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?

- (b) fluently divide multi-digit numbers using the standard algorithm;
- (c) fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation;
- (d) find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12; use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor; for example, express  $36 + 8$  as  $4(9 + 2)$ ;
- (e) understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation;
- (f) understand a rational number as a point on the number line; extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates;
  - (i) recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite;
  - (ii) understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes; and
- (iv) find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane;
- (g) understand ordering and absolute value of rational numbers;
  - (i) interpret statements of inequality as statements about the relative position of two numbers on a number line diagram; for example, interpret  $-3 > -7$  as a statement that -3 is located to the right of -7 on a number line oriented from left to right;
  - (ii) write, interpret, and explain statements of order for rational numbers in real-world contexts; for example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ ;
  - (iii) understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation; for example, for an account balance of -30 dollars, write  $|-30| = 30$  to describe the size of the debt in dollars; and
  - (iv) distinguish comparisons of absolute value from statements about order; for example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars;
- (h) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, by graphing points in all four quadrants of the coordinate plane; include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second

coordinate.

(2) Mathematics expressions and equations content standards 1-9 for Grade 6 are:

(a) write and evaluate numerical expressions involving whole-number exponents;

(b) write, read, and evaluate expressions in which letters stand for numbers;

(i) write expressions that record operations with numbers and with letters standing for numbers; for example, express the calculation “subtract  $y$  from 5” as  $5 - y$ ;

(ii) identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity; for example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms; and

(iii) evaluate expressions at specific values of their variables; include expressions that arise from formulas used in real-world problems; perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (order of operations); for example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ ;

(c) apply the properties of operations to generate equivalent expressions; for example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ ;

(d) identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them); for example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for;

(e) understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true;

(f) use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set;

(g) solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.

(h) write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem; recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams; and

(i) use variables to represent two quantities in a real-world problem from a variety of cultural contexts, including those of Montana American Indians, that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the

independent variable; analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation; for example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times and write the equation  $d = 65t$  to represent the relationship between distance and time.

(3) Mathematics geometry content standards 1-4 for Grade 6 are:

(a) find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians; for example, use Montana American Indian designs to decompose shapes and find the area;

(b) find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism; apply the formulas  $V = l w h$  and  $V = b h$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems;

(c) draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques in the context of solving real-world and mathematical problems; and

(d) represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures; apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians.

(4) Mathematics statistics and probability content standards 1-5 for Grade 6 are:

(a) recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers; for example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages;

(b) understand that a set of data collected (including Montana American Indian demographic data) to answer a statistical question has a distribution which can be described by its center, spread, and overall shape;

(c) recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number;

(d) display numerical data in plots on a number line, including dot plots, histograms, and box plots; and

(e) summarize numerical data sets in relation to their context, such as by:

(i) reporting the number of observations;

(ii) describing the nature of the attribute under investigation, including how it was measured and its units of measurement;

(iii) giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference

to the context in which the data were gathered; and

(iv) relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

NEW RULE X MONTANA GRADE 7 MATHEMATICS CONENT STANDARDS (1) Mathematics ratios and proportional relationships content standards 1-3 for Grade 7 are:

(a) compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units; for example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour;

(b) recognize and represent proportional relationships between quantities including those represented in Montana American Indian cultural contexts;

(i) decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin;

(ii) identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships;

(iii) represent proportional relationships by equations; for example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ ; as a contemporary American Indian example, analyze cost of beading materials; cost of cooking ingredients for family gatherings, community celebrations, etc.; and

(iv) explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate;

(c) use proportional relationships to solve multistep ratio and percent problems within cultural contexts, including those of Montana American Indians (e.g., percent of increase and decrease of tribal land); for example: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

(2) Mathematics the number system content standards 1-3 for Grade 7 are:

(a) apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram;

(i) describe situations in which opposite quantities combine to make 0; for example, a hydrogen atom has 0 charge because its two constituents are oppositely charged;

(ii) understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative; show that a number and its opposite have a sum of 0 (are additive inverses); interpret sums of rational numbers by describing real-world contexts;

(iii) understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ ; show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts; and

(iv) apply properties of operations as strategies to add and subtract rational

numbers;

(b) apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers;

(i) understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers; interpret products of rational numbers by describing real-world contexts;

(ii) understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number, i.e. if  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ ; interpret quotients of rational numbers by describing real-world contexts;

(iii) apply properties of operations as strategies to multiply and divide rational numbers; and

(iv) convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats;

(c) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, involving the four operations with rational numbers.

(3) Mathematics expressions and equations content standards 1-4 for Grade 7 are:

(a) apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients;

(b) understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related; for example,  $a + 0.05a = 1.05a$  means that “increase by 5%” is the same as “multiply by 1.05;”

(c) solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically; apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies; for example: if a woman making \$25 an hour gets a 10% raise, she will make an additional  $1/10$  of her salary an hour, or \$2.50, for a new salary of \$27.50 and if you want to place a towel bar  $9 \frac{3}{4}$  inches long in the center of a door that is  $27 \frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation; and

(d) use variables to represent quantities in a real-world or mathematical problem, including those represented in Montana American Indian cultural contexts, and construct simple equations and inequalities to solve problems by reasoning about the quantities;

(i) solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers; solve equations of these forms fluently; compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach; for example, the perimeter of a rectangle is 54 cm. and its length is 6 cm. What is its width?; and

(ii) solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q$

$< r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers; graph the solution set of the inequality and interpret it in the context of the problem; for example: as a salesperson, you are paid \$50 per week plus \$3 per sale; this week you want your pay to be at least \$100; write an inequality for the number of sales you need to make, and describe the solutions.

(4) Mathematics geometry content standards 1-6 for Grade 7 are:

(a) solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale;

(b) draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions; focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle;

(c) describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids;

(d) know the formulas for the area and circumference of a circle and use them to solve problems from a variety of cultural contexts, including those of Montana American Indians; give an informal derivation of the relationship between the circumference and area of a circle;

(e) use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure; and

(f) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

(5) Mathematics statistics and probability content standards 1-8 for Grade 7 are:

(a) understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population; understand that random sampling tends to produce representative samples and support valid inferences;

(b) use data, including Montana American Indian demographics data, from a random sample to draw inferences about a population with an unknown characteristic of interest; generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions; for example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data, predict how many text messages your classmates receive in a day and gauge how far off the estimate or prediction might be;

(c) informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability; for example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on

either team; on a dot plot, the separation between the two distributions of heights is noticeable;

(d) use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations; for example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book;

(e) understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring; larger numbers indicate greater likelihood; a probability near 0 indicates an unlikely event, a probability around  $1/2$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event;

(f) approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency and predict the approximate relative frequency given the probability; for example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times and when playing Montana American Indian hand/stick games, you can predict the approximate number of accurate guesses;

(g) develop a probability model and use it to find probabilities of events; compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy;

(i) develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events; for example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected; and

(ii) develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process; for example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down; do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

(h) find probabilities of compound events using organized lists, tables, tree diagrams, and simulation;

(i) understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs;

(ii) represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams; for an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event; and

(iii) design and use a simulation to generate frequencies for compound events; for example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

NEW RULE XI MONTANA GRADE 8 MATHEMATICS CONTENT STANDARDS (1) Mathematics number system content standards 1 and 2 for

Grade 8 are:

(a) understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually; and convert a decimal expansion which repeats eventually into a rational number; and

(b) use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,  $\pi^2$ ); for example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

(2) Mathematics expressions and equations content standards 1-8 for Grade 8 are:

(a) know and apply the properties of integer exponents to generate equivalent numerical expressions; for example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ ;

(b) use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number; evaluate square roots of small perfect squares and cube roots of small perfect cubes; and know that  $\sqrt{2}$  is irrational;

(c) use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other; for example, estimate the population of the United States as 3 times  $10^8$  and the population of the world as 7 times  $10^9$  and determine that the world population is more than 20 times larger;

(d) perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used; use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading); and interpret scientific notation that has been generated by technology;

(e) graph proportional relationships, interpreting the unit rate as the slope of the graph; compare two different proportional relationships represented in different ways; for example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed;

(f) use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin, and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ ;

(g) solve linear equations in one variable;

(i) give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions; show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers);

(ii) solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms; and

(h) analyze and solve pairs of simultaneous linear equations;

(i) understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of

intersection satisfy both equations simultaneously;

(ii) solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations; solve simple cases by inspection; for example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6; and

(iii) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, leading to two linear equations in two variables; for example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

(3) Mathematics functions content standards 1-5 for Grade 8 are:

(a) understand that a function is a rule that assigns to each input exactly one output; the graph of a function is the set of ordered pairs consisting of an input and the corresponding output;

(b) compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); for example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change;

(c) interpret the equation  $y = mx + b$  as defining a linear function whose graph is a straight line; give examples of functions that are not linear; for example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9), which are not on a straight line;

(d) construct a function to model a linear relationship between two quantities; determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph; and interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values;

(e) describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear); and sketch a graph that exhibits the qualitative features of a function that has been described verbally.

(4) Mathematics geometry content standards 1-9 for Grade 8 are:

(a) verify experimentally the properties of rotations, reflections, and translations from a variety of cultural contexts, including those of Montana American Indians:

(i) lines are taken to lines and line segments to line segments of the same length;

(ii) angles are taken to angles of the same measure; and

(iii) parallel lines are taken to parallel lines;

(b) understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; and given two congruent figures, describe a sequence that exhibits the congruence between them;

(c) describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures from a variety of cultural contexts, including those of

Montana American Indians using coordinates;

(d) understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them;

(e) use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles; for example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so;

(f) explain a proof of the Pythagorean Theorem and its converse;

(g) apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions; for example, determine the unknown height of a Plains Indian tipi when given the side length and radius;

(h) apply the Pythagorean Theorem to find the distance between two points in a coordinate system; and

(i) know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

(5) Mathematics statistics and probability content standards 1-4 for Grade 8 are:

(a) construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities; and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association;

(b) know that straight lines are widely used to model relationships between two quantitative variables; and for scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line;

(c) use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept; for example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height;

(d) understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table; construct and interpret a two-way table summarizing data including data from Montana American Indian sources on two categorical variables collected from the same subjects; use relative frequencies calculated for rows or columns to describe possible association between the two variables; and for example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

#### NEW RULE XII MATHEMATICS STANDARDS FOR HIGH SCHOOL

(1) The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that

students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

(a) (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

(b) All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards with a (+) symbol may also appear in courses intended for all students.

(c) Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (\*). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.

NEW RULE XIII MONTANA HIGH SCHOOL MATHEMATICS CONTENT STANDARDS (1) Mathematics number and quantity, the real number system content standards 1-3 for high school are:

(a) explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents; for example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $(5^{1/3})^3 = 5^{(1/3)3}$  to hold, so  $(5^{1/3})^3$  must equal 5;

(b) rewrite expressions involving radicals and rational exponents using the properties of exponents;

(c) explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

(2) Mathematics number and quantity, quantities content standards 1-3 for high school are:

(a) use units as a way to understand problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians, and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; and choose and interpret the scale and the origin in graphs and data displays;

(b) define appropriate quantities for the purpose of descriptive modeling; and

(c) choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

(3) Mathematics number and quantity, the complex number system content standards 1-9 for high school are:

(a) know there is a complex number  $i$  such that  $i^2 = -1$  and every complex number has the form  $a + bi$  with  $a$  and  $b$  real;

(b) use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers;

(c) (+) find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers;

(d) (+) represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers) and explain why the rectangular and polar forms of a given complex number represent the same number;

(e) (+) represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation; and for example,  $(-1 + \sqrt{3}i)^3 = 8$  because  $(-1 + \sqrt{3}i)$  has modulus 2 and argument  $120^\circ$ ;

(f) (+) calculate the distance between numbers in the complex plane as the modulus of the difference and the midpoint of a segment as the average of the numbers at its endpoints;

(g) solve quadratic equations with real coefficients that have complex solutions;

(h) (+) extend polynomial identities to the complex numbers and for example, rewrite  $x^2 + 4$  as  $(x + 2i)(x - 2i)$ ; and

(i) (+) know the Fundamental Theorem of Algebra and show that it is true for quadratic polynomials.

(3) Mathematics number and quantity, vector and matrix quantities content standards 1- 12 for high school are:

(a) (+) recognize vector quantities as having both magnitude and direction; represent vector quantities by directed line segments; and use appropriate symbols for vectors and their magnitudes (e.g.,  $v$ ,  $|v|$ ,  $\|v\|$ ,  $v$ );

(b) (+) find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point;

(c) (+) solve problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians, involving velocity and other quantities that can be represented by vectors;

(d) (+) add and subtract vectors;

(i) add vectors end-to-end, component-wise, and by the parallelogram rule and understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes;

(ii) given two vectors in magnitude and direction form, determine the magnitude and direction of their sum; and

(iii) understand vector subtraction  $v - w$  as  $v + (-w)$  where  $-w$  is the additive inverse of  $w$ , with the same magnitude as  $w$  and pointing in the opposite direction and represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise;

(e) (+) multiply a vector by a scalar;

(i) represent scalar multiplication graphically by scaling vectors and possibly reversing their direction and perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ ; and

(ii) compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$  and compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ );

(f) (+) use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network;

(g) (+) multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled;

(h) (+) add, subtract, and multiply matrices of appropriate dimensions;

(i) (+) understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative

and distributive properties;

(j) (+) understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers and the determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse;

(k) (+) multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector and work with matrices as transformations of vectors; and

(l) (+) work with  $2 \times 2$  matrices as a transformations of the plane and interpret the absolute value of the determinant in terms of area.

(4) Mathematics algebra, seeing structure in expressions content standards 1-4 for high school are:

(a) interpret expressions that represent a quantity in terms of its context;\*

(i) interpret parts of an expression, such as terms, factors, and coefficients;

and

(ii) interpret complicated expressions by viewing one or more of their parts as a single entity; for example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ ;

(b) use the structure of an expression to identify ways to rewrite it; for example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ ;

(c) choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression;\*

(i) factor a quadratic expression to reveal the zeros of the function it defines;

(ii) complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines; and

(iii) use the properties of exponents to transform expressions for exponential functions; for example the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%;

(d) derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems; for example, calculate mortgage payments.\*

(5) Mathematics algebra, arithmetic with polynomials and rational expressions content standards 1-7 for high school are:

(a) understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication and add, subtract, and multiply polynomials;

(b) know and apply the Remainder Theorem: for a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ ;

(c) identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial;

(d) prove polynomial identities and use them to describe numerical relationships; for example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples;

(e) (+) know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal's Triangle;

(f) rewrite simple rational expressions in different forms; write  $\frac{a(x)}{b(x)}$  in the form  $q(x) + \frac{r(x)}{b(x)}$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system; and

(g) (+) understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression and add, subtract, multiply, and divide rational expressions.

(6) Mathematics algebra, creating equations content standards 1-4 for high school are:

(a) create equations and inequalities in one variable and use them to solve problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians and include equations arising from linear and quadratic functions, and simple rational and exponential functions;

(b) create equations in two or more variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales;

(c) represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context; for example, represent inequalities describing nutritional and cost constraints on combinations of different foods; and

(d) rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations; for example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .

(7) Mathematics algebra, reasoning with equations and inequalities content standards 1-12 for high school are:

(a) explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution and construct a viable argument to justify a solution method;

(b) solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise;

(c) solve linear equations and inequalities in one variable, including equations with coefficients represented by letters;

(d) solve quadratic equations in one variable;

(i) use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions and derive the quadratic formula from this form; and

(ii) solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation and recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ ;

(e) prove that given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions;

(f) solve systems of linear equations exactly and approximately (e.g., with graphs) focusing on pairs of linear equations in two variables;

(g) solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically; for example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ ;

(h) (+) represent a system of linear equations as a single matrix equation in a vector variable;

(i) (+) find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater);

(j) understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line);

(k) explain why the x-coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values or find successive approximations and include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions;\* and

(l) graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

(8) Mathematics functions, interpreting functions content standards 1-9 for high school are:

(a) understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range; if  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ ; and the graph of  $f$  is the graph of the equation  $y = f(x)$ ;

(b) use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context;

(c) recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers; for example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ ;

(d) for a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship; key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity;\*

(e) relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes; for example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function;\*

(f) calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval and estimate the rate of change

from a graph;\*

(g) graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases;\*

(i) graph linear and quadratic functions and show intercepts, maxima, and minima;

(ii) graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions;

(iii) graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior;

(iv) (+) graph rational functions, identifying zeros and asymptotes when suitable factorizations are available and showing end behavior; and

(v) graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude;

(h) write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function;

(i) use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context; and

(ii) use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$  and classify them as representing exponential growth or decay; and

(i) compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); for example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

(9) Mathematics algebra, building functions content standards 1-5 for high school are:

(a) write a function that describes a relationship between two quantities;\*

(i) determine an explicit expression, a recursive process, or steps for calculation from a context;

(ii) combine standard function types using arithmetic operations; for example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model; and

(iii) (+) compose functions; for example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time;

(b) write arithmetic and geometric sequences both recursively and with an explicit formula; use them to model situations from a variety of contexts (e.g., science, history, and culture, including those of the Montana American Indian); and translate between the two forms;\*

(c) identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs; experiment with cases and illustrate an explanation of the effects on the graph using technology; and include recognizing even and odd functions from

their graphs and algebraic expressions for them;

(d) find inverse functions;

(i) solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse; for example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ ;

(ii) (+) verify by composition that one function is the inverse of another;

(iv) (+) read values of an inverse function from a graph or a table, given that the function has an inverse; and

(v) (+) produce an invertible function from a non-invertible function by restricting the domain;

(e) (+) understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

(10) Mathematics algebra, linear, quadratic, and exponential models content standards 1-5 for high school are:

(a) distinguish between situations that can be modeled with linear functions and with exponential functions;

(i) prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals;

(ii) recognize situations in which one quantity changes at a constant rate per unit interval relative to another; and

(iii) recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another;

(b) construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table);

(c) observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function;

(d) for exponential models, express as a logarithm the solution to  $ab^{ct} = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$  and evaluate the logarithm using technology; and

(e) interpret the parameters in a linear or exponential function in terms of a context.

(11) Mathematics algebra, trigonometric functions content standards 1-9 for high school are:

(a) understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle;

(b) explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

(c) (+) use special triangles to determine geometrically the values of sine, cosine, tangent for  $\pi/3$ ,  $\pi/4$  and  $\pi/6$  and use the unit circle to express the values of sine, cosines, and tangent for  $x$ ,  $\pi + x$ , and  $2\pi - x$  in terms of their values for  $x$ , where  $x$  is any real number;

(d) (+) use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions;

(e) choose trigonometric functions to model periodic phenomena from a variety of contexts (e.g. science, history, and culture, including those of the Montana American Indian) with specified amplitude, frequency, and midline;\*

(f) (+) understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed;

(g) (+) use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology; and interpret them in terms of the context;\*

(h) prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to calculate trigonometric ratios; and

(i) (+) prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

(12) Mathematics geometry, congruence content standards 1-13 for high school are:

(a) know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc;

(b) represent transformations in the plane using transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs; and compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch);

(c) given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself;

(d) develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments;

(e) given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software and specify a sequence of transformations that will carry a given figure onto another;

(f) use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure and given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent;

(g) use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent;

(h) explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions;

(i) prove theorems about lines and angles; theorems include: vertical angles are congruent, when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent, and points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints;

(j) prove theorems about triangles; theorems include: measures of interior angles of a triangle sum to  $180^\circ$ , base angles of isosceles triangles are congruent, the segment joining midpoints of two sides of a triangle is parallel to the third side

and half the length, and the medians of a triangle meet at a point;

(k) prove theorems about parallelograms; theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals;

(l) make formal geometric constructions, including those representing Montana American Indians, with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.); copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line; and

(m) construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

(13) Mathematics geometry, similarity, right triangles, and trigonometry content standards 1-11 for high school are:

(a) verify experimentally the properties of dilations given by a center and a scale factor:

(i) a dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged; and

(ii) the dilation of a line segment is longer or shorter in the ratio given by the scale factor;

(b) given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar and explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides;

(c) use the properties of similarity transformations to establish the AA criterion for two triangles to be similar;

(d) prove theorems about triangles; theorems include: a line parallel to one side of a triangle divides the other two proportionally and, conversely, the Pythagorean Theorem proved using triangle similarity;

(e) use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures;

(f) understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles;

(g) explain and use the relationship between the sine and cosine of complementary angles;

(h) use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems;

(i) (+) derive the formula  $A = \frac{1}{2} ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side;

(j) (+) prove the Laws of Sines and Cosines and use them to solve problems; and

(k) (+) understand and apply the Laws of Sines and Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant

forces).

(14) Mathematics geometry, circles content standards 1-5 for high school are:

- (a) prove that all circles are similar;
- (b) identify and describe relationships among inscribed angles, radii, and chords; include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and the radius of a circle is perpendicular to the tangent where the radius intersects the circle;
- (c) construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle;
- (d) (+) construct a tangent line from a point outside a given circle to the circle; and
- (e) derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius; define the radian measure of the angle as the constant of proportionality; and derive the formula for the area of a sector.

(15) Mathematics geometry, expressing geometric properties with equations content standards 1-7 for high school are:

- (a) derive the equation of a circle of given center and radius using the Pythagorean Theorem and complete the square to find the center and radius of a circle given by an equation;
- (b) derive the equation of a parabola given a focus and directrix;
- (c) (+) derive the equations of ellipses and hyperbolas given the foci given the foci and directrices;
- (d) use coordinates to prove simple geometric theorems algebraically; for example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle and prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ ;
- (e) prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point);
- (f) find the point on a directed line segment between two given points that partitions the segment in a given ratio; and
- (g) use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.\*

(16) Mathematics geometry, geometric measurement and dimension content standards 1-4 for high school are:

- (a) give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone and use dissection arguments, Cavalieri's principle, and informal limit arguments;
- (b) (+) give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures;
- (c) use volume formulas for cylinders, pyramids, cones, and spheres to solve problems;\* and
- (d) identify the shapes of two-dimensional cross-sections of three-dimensional objects and identify three-dimensional objects generated by rotations of two-dimensional objects.

(17) Mathematics Geometry, Modeling with Geometry Content Standards 1-4 for High School

(a) Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder; modeling a Montana American Indian tipi as a cone);\*

(b) apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot);\* and

(c) apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).\*

(18) Mathematics statistics and probability, interpreting categorical and quantitative data content standards 1-9 for high school are:

(a) represent data with plots on the real number line (dot plots, histograms, and box plots);

(b) use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets;

(c) interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers);

(d) use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages; recognize that there are data sets for which such a procedure is not appropriate; and use calculators, spreadsheets, tables, and Montana American Indian data sources to estimate areas under the normal curve;

(e) summarize categorical data for two categories in two-way frequency tables; interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies); and recognize possible associations and trends in the data;

(f) represent data on two quantitative variables on a scatter plot and describe how the variables are related;

(i) fit a function to the data; use functions fitted to data to solve problems in the context of the data; use given functions or choose a function suggested by the context; and emphasize linear, quadratic, and exponential models;

(ii) informally assess the fit of a function by plotting and analyzing residuals; and

(iii) fit a linear function for a scatter plot that suggests a linear association;

(g) interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data;

(h) compute (using technology) and interpret the correlation coefficient of a linear fit; and

(i) distinguish between correlation and causation.

(19) Mathematics statistics and probability, making inferences and justifying conclusions content standards 1-6 for high school are:

(a) understand statistics as a process for making inferences about population parameters based on a random sample from that population;

(b) decide if a specified model is consistent with results from a given data-

generating process, e.g., using simulation; for example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

(c) recognize the purposes of and differences among sample surveys, experiments, and observational studies and explain how randomization relates to each;

(d) use data from a sample survey to estimate a population mean or proportion and develop a margin of error through the use of simulation models for random sampling;

(e) use data from a randomized experiment to compare two treatments and use simulations to decide if differences between parameters are significant; and

(f) evaluate reports based on data.

(20) Mathematics statistics and probability, conditional probability and the rules of probability content standards 1-9 for high school are:

(a) describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”);

(2) understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities and use this characterization to determine if they are independent;

(3) understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$  and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B;

(d) construct and interpret two-way frequency tables of data, including information from Montana American Indian data sources, when two categories are associated with each object being classified; use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities; for example, collect data from a random sample of students in your school on their favorite subject among math, science, and English; estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade; and do the same for other subjects and compare the results;

(e) recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations; for example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer;

(f) find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A and interpret the answer in terms of the model;

(g) apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$  and interpret the answer in terms of the model;

(h) (+) apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model; and

(i) (+) use permutations and combinations to compute probabilities of compound events and solve problems.

(21) Mathematics statistics and probability, using probability to make decisions content standards 1-7 for high school are:

(a) (+) define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space and graph the corresponding probability distribution using the same graphical displays as for data distributions;

(b) (+) calculate the expected value of a random variable and interpret it as the mean of the probability distribution;

(c) (+) develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated and find the expected value; for example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices and find the expected grade under various grading schemes;

(d) (+) develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically and find the expected value; for example, find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

(e) (+) weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values;

(i) find the expected payoff for a game of chance; for example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant; and

(ii) evaluate and compare strategies on the basis of expected values; for example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident;

(f) (+) use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator); and

(g) (+) analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

4. REASON: The proposed new rules on Common Core State Standards for Mathematics ("the standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in mathematics no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the standards represent a synthesis of the best elements of standards-related work to date and an important advance over previous work.

The Montana Content Standards for mathematics reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner.

5. The board proposes to repeal the following rules:

10.54.4010 MATHEMATICS CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4020 MATHEMATICS CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4030 MATHEMATICS CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-

101, MCA

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4040 MATHEMATICS CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4101 GRADE 4 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4102 GRADE 4 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4103 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4104 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4105 GRADE 8 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4106 GRADE 8 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4107 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4108 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4109 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4110 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4111 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4112 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

6. REASON: The above rules are being repealed and replaced by the rules proposed for adoption in this notice.

7. Pursuant to the agreement between the Board of Public Education and the Legislature, the board does anticipate implementation costs, and shall request and report in its adoption notice any cost estimates received from districts during the hearing. To allow for sufficient time to complete this process the effective date for the adoption and repeal of the above rules will be July 1, 2013.

8. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov. and must be received no later than 5:00 p.m., \_\_\_\_\_ 2011.

9. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

10. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 8 above or may be made by completing a request form at any rules hearing held by the board.

11. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

12. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

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Peter Donovan  
Rule Reviewer

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Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State September 12, 2011.

# TIMELINE

## Montana K-12 Content Standards in Mathematics September 2011

- Recommendation to the Board of Public Education..... May 2011 meeting
- Present proposed Montana K-12 Content Standards in Mathematics to the BPE ..... July 2011 meeting
- Notice of Public Hearing approval by BPE ..... September 2011 meeting
- Proposed notice to SOS for notice in MAR ..... September 12, 2011
- MAR publication out ..... September 22, 2011
- Hearing date ..... week of October 24, 2011
- Final Public Input deadline ..... date of hearing
- Draft Adoption Notice to BPE ..... November 2011 meeting
- Final rule changes to SOS for notice in MAR ..... November 14, 2011
- MAR publication out ..... November 23, 2011
- Effective Date of Rules ..... July 1, 2013

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** Recommend Approval of Alternative to Standards Requests
- PRESENTER:** Linda Vrooman Peterson  
Accreditation Division Administrator  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education the Alternative to Standards requests. The state superintendent recommends approval of the report as presented. The report is attached.
- REQUESTED DECISION(S):** Approve Alternative to Standards requests as recommended by the state Superintendent Denise Juneau.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Action



## Alternative Standard Requests – Recommendations

August 18, 2011

The following 4 initial alternative to standard requests representing 2 districts and 4 schools were received and evaluated pursuant to Administrative Rules of Montana (ARM) 10.55.604 Variances to Standards.

### Approvals

#### Madison County

Harrison Schools — Initial

Harrison School PK-6

Library Staffing: 0.0 Licensed FTE

Staffing: Licensed FTE

Current Enrollment: 47

Required: 0.16 (fewer than 125 students)

Standards: 10.55.709 — Library Media Services

The district will use the Montana Small Schools Alliance (MSSA) alternative to standards for Library Media Services for the 2011-12 school year. The Harrison School PK-6 will follow the MSSA curriculum to implement the Library Media Program Delivery Standards. The MSSA alternative to standards model provides to the school measurable objectives and corresponding formative assessments to gather data on student progress toward meeting the standards. Summative assessment data will determine how well students are able to apply the knowledge and skills of the standard. The necessary letters of agreement with MSSA were provided.

**The proposed alternatives meet or exceed current standards.  
Recommend approval of the alternative to standard request.**

Harrison School 7-8

Library Staffing: 0.0 Licensed FTE

Staffing: Licensed FTE

Current Enrollment: 20

Required: 0.16 (fewer than 125 students)

Standards: 10.55.709 — Library Media Services

The district will use the Montana Small Schools Alliance (MSSA) alternative to standards for Library Media Services for the 2011-12 school year. The Harrison School 7-8 will follow the MSSA curriculum to implement the Library Media Program Delivery Standards. The MSSA alternative to standards model provides to the school measurable objectives and corresponding formative assessments to gather data on student progress toward meeting the standards. Summative assessment data will determine how well students master the objectives of the standards.

**The proposed alternatives meet or exceed current standards.  
Recommend approval of the alternative to standard request.**

## **Treasure County**

Hysham Schools — Initial

Hysham School PK-6

Library Staffing: 0.0 Licensed FTE

Staffing: Licensed FTE

Current Enrollment: 42

Required: 0.16 (fewer than 125 students)

Standard: 10.55.709 — Library Media Services

The district will use the Montana Small Schools Alliance (MSSA) alternative to standards for Library Media Services for the 2011-12 school year. The Hysham School PK-6 will follow the MSSA curriculum to implement the Library Media Program Delivery Standards. The MSSA model provides to the school with measurable objectives and corresponding formative assessments using a process rubric. The necessary letters of agreement with MSSA were provided.

**The proposed alternatives meet or exceed current standards.  
Recommend approval of the alternative to standard request.**

Hysham 7-8

Library Staffing: 0.0 Licensed FTE

Staffing: Licensed FTE

Current Enrollment: 21

Required: 0.16 (fewer than 125 students)

Standard: 10.55.709 — Library Media Services

The district will use the Montana Small Schools Alliance (MSSA) alternative to standards for Library Media Services for the 2011-12 school year. The Hysham 7-8 will follow the MSSA curriculum to implement the Library Media Program Delivery Standards. The MSSA model provides to the school measurable objectives and corresponding formative assessments using a process rubric. The necessary letters of agreement with MSSA were provided.

**The proposed alternatives meet or exceed current standards.  
Recommend approval of the alternative to standard request.**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** Recommend Disapproval of Alternative to Standard Request
- PRESENTER:** Linda Vrooman Peterson  
Accreditation Division Administrator  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education the Alternative to Standard request. The state superintendent recommends disapproval of the report as presented. The report is attached.
- REQUESTED DECISION(S):** Disapprove Alternative to Standard request as recommended by the state Superintendent Denise Juneau.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Action



**Alternative to Standard Request – Recommendations**  
**August 18, 2011**

The following 1 initial alternative to standard requests representing 1 district and 1 school was received and evaluated pursuant to Administrative Rules of Montana (ARM) 10.55.604 Variances to Standards.

**Disapproval**

**Blaine County**

Cleveland Elementary — Initial

Cleveland School PK-6

Library Staffing: 0.0 Licensed FTE

Staffing: 1.0 Licensed FTE

Current Enrollment: 14

Required: 0.16 (fewer than 125 students)

Standards: 10.55.709 — Library Media Services

The Cleveland School Alternative to a Standard Request is incomplete, and does not adequately address how the school will meet or exceed the Library Media Services Standards or the Content Standards. Nor does the request include at least one measureable objective that clearly shows how the proposed alternative will meet the standard. Using the Accelerated Reader program and its student reports does not measure student progress toward meeting the Library Media Standards. The school does require its students to make 4 visits a year to the Blaine County Library in Chinook. However, the necessary letter of agreement with the Blaine County Library was not provided. The alternative to standard request is disapproved. The Accreditation staff encourages Cleveland School to join the Montana Small Schools Alliance for support with a comprehensive plan that will meet the standards for Library Media Services.

The Accreditation staff will provide assistance to the Cleveland School supervising teacher and classroom teacher.

**The proposed alternative does not meet or exceed current standards.  
Recommend disapproval of the alternative to standard request.**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** Progress Report and Recommendations for Schools in an Intensive Assistance Cycle Due to Continuing or Serious Deviations
- PRESENTER:** Linda Vrooman Peterson  
Accreditation Division Administrator  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) a progress report relating to schools placed into intensive assistance in 2010-11 due to continuing or serious deviations. State Superintendent Denise Juneau recommends approval of the improvement plans developed by schools to address the deviation.
- REQUESTED DECISION(S):** Approve the Progress Report and state Superintendent Denise Juneau's recommendations for Schools in an Intensive Assistance Cycle Due to Continuing or Serious Deviations
- OUTLYING ISSUE(S):** The state superintendent of public instruction provides annual recommendations to the BPE for accreditation status determinations for all Montana accredited schools. Over the past two years the state superintendent and the Office of Public Instruction accreditation staff have worked with the BPE to develop and implement a process that will address these serious and continuing deviations fairly, consistently and with intention toward continuous education improvement. See the attached, "Accreditation Response Options for Continuing or Serious Deviations."
- RECOMMENDATION(S):** Action



## MEMORANDUM

To: Denise Juneau, State Superintendent  
From: Linda Vrooman Peterson, Accreditation Division Administrator  
CC: Nancy Coopersmith, Assistant Superintendent  
Date: August 19, 2011  
Re: Intensive Assistance Report

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### HELENA PUBLIC SCHOOLS

On August 1, 2011, Keith Meyer, Helena Public Schools (HPS) Superintendent, provided an improvement plan to the Office of Public Instruction (OPI). This plan includes a systematic procedure for correcting the deficiencies noted from school years 2009-10 and 2010-11. When districts and schools are placed in Intensive Assistance, all accreditation deficiencies must be addressed.

The HPS improvement plan outlines the deficiencies by school, and provides a plan to resolve each accreditation issue, including the submittal of required reporting by the appropriate date.

The HPS Schools engaged in corrective action are:

Broadwater School, Bryant School, Central School, Four Georgians School, Hawthorne School, Jefferson School, Jim Darcy School, Kessler School, Rossiter School, Smith School, Warren School, CR Anderson Middle School, Helena Middle School, Capital High School and Helena High School.

Recommend Approval of the Plan.

### MONTANA SCHOOL FOR THE DEAF AND BLIND

The Montana School for the Deaf and Blind (MSDB) is required to submit a corrective plan defining the steps the district intends to take to resolve the issue of employing improperly assigned teachers for a third consecutive year. Steve Gettel, MSDB Superintendent, and Patty Myers, MSDB Board Chairperson, met with the OPI Accreditation staff to discuss ways to resolve the problem, a provision included in Step 1 of the Intensive Assistance process.

On August 19, 2011, Steve Gettel provided to the OPI the improvement plan to correct the district deficiencies of two misassigned teachers.

Recommend approval of the plan.

**The OPI will continue to monitor the progress of these districts providing technical assistance, as needed.**



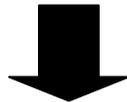
Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

**opi.mt.gov**

## **RESPONSE OPTIONS FOR CONTINUING OR SERIOUS DEVIATIONS**

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**STEP 1** - After the Superintendent has recommended and the Board has approved placing the school in the intensive assistance process, the OPI representatives will conduct an on-site visit and as part of the visit, conduct a conference with the chairperson of the local board of trustees and the district administrator to review the history of the school's issues and the steps that make up the intensive assistance process. If the OPI determines that it is necessary or appropriate, the OPI representatives will also make arrangements to attend a meeting of the local board of trustees and address the situation with the trustees directly.



**STEP 2** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

**STEP 3** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.

**STEP 4** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.



**STEP 5** - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.



**STEP 6** - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**Reviewed by the Board of Public Education  
July 16, 2009**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2011**

- PRESENTATION:** Recommend Approval of Notice of Adoption Relating to Montana English Language Proficiency Standards
- PRESENTER:** Judy Snow, Assessment Director  
Office of Public Instruction
- OVERVIEW:** This is an action item. The OPI recommends approval of the Notice of Proposed Adoption relating to New Rules I through XI pertaining to English language proficiency (ELP) standards and performance descriptors. Attached are the notice of public hearing and the cost analysis.
- At the July BPE meeting the BPE approved the superintendent's recommendation to adopt the Notice of Public Hearing and proposed timeline relating to ELP standards.
  - On August 24, the BPE conducted a public hearing.
  - This presentation includes a review of the public hearing.
- REQUESTED DECISION(S):** Recommend Approval of Notice of Adoption Relating to Montana English Language Proficiency Standards
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

**Office of Public Instruction**  
P.O. Box 202501  
Helena, MT, 59620-2501  
(406) 444-3095  
(888) 231-9393  
(406) 444-0169 (TTY)  
[opi.mt.gov](http://opi.mt.gov)

September 2011

## Cost Analysis for Implementation of the Montana English Language Proficiency Standards

1. The Montana English Language Proficiency Standards meet the federal requirement under Title III section 3113(b)(2) for specific English Language Proficiency Standards and are currently connected to the Montana Communication Arts Standards. The English Language Proficiency Standards that are being recommended for adoption are specific to English Language Proficiency with links to academic content standards and address the need for students to become fully proficient in both social and academic English. In addition, their links to academic language have been aligned to the Common Core State Standards.
2. School systems will not need to hire additional staff to implement the English Language Proficiency Standards. Within each school system, teachers, administrators and specialists regularly work together in a cooperative effort to update their English Language Proficiency program.
3. Expenses associated with materials and supplies would not be over and above the amount that a system currently spends to support its English Language Proficiency program.

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New ) NOTICE OF PUBLIC HEARING ON  
Rules I through XI pertaining to ) PROPOSED ADOPTION  
English language proficiency (ELP) )  
standards and performance )  
descriptors )

TO: All Concerned Persons

1. On August 24, 2011 at 10:00 a.m. the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on August 19, 2011, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail SMeloy@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 1 (1) To satisfy the requirements of English language proficiency content standard 1, English language learners must communicate for social and instructional purposes within the school setting.

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

NEW RULE II ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 2 (1) To satisfy the requirements of English language proficiency content standard 2, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

NEW RULE III ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 3 (1) To satisfy the requirements of English language proficiency content standard 3, English language learners must communicate information,

ideas, and concepts necessary for academic success in the content area of mathematics.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE IV ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 4 (1) To satisfy the requirements of English language proficiency content standard 4, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of science.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE V ENGLISH LANGUAGE PROFICIENCY CONTENT

STANDARD 5 (1) To satisfy the requirements of English language proficiency content standard 5, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VI ENGLISH LANGUAGE PROFICIENCY PERFORMANCE

DESCRIPTORS AT THE ENTERING LEVEL (1) At the entering level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) pictorial or graphic representation of the language of the content areas;
- (b) words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support; and
- (c) oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VII ENGLISH LANGUAGE PROFICIENCY PERFORMANCE

DESCRIPTORS AT THE EMERGING LEVEL (1) At the emerging level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) general language related to the content areas;
- (b) phrases or short sentences; and
- (c) oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to

multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE VIII ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE DEVELOPING LEVEL (1) At the developing level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) general and some specific language of the content areas;
- (b) expanded sentences in oral interaction or written paragraphs; and
- (c) oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE IX ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE EXPANDING LEVEL (1) At the expanding level of English language proficiency, English language learners will process, understand, produce or use:

- (a) specific and some technical language of the content areas;
- (b) a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and
- (c) oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE X ENGLISH LANGUAGE PROFICIENCY PERFORMANCE DESCRIPTORS AT THE BRIDGING LEVEL (1) At the bridging level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) specialized or technical language of the content areas;
- (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; and
- (c) oral or written language approaching comparability to that of proficient English peers when presented with grade level material.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

NEW RULE XI ENGLISH LANGUAGE PROFICIENCY PERFORMANCE  
DESCRIPTORS AT THE REACHING LEVEL

(1) At the reaching level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) specialized or technical language reflective of the content areas at grade level;
- (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and
- (c) oral or written communication in English comparable to proficient English peers.

AUTH: 20-2-114, MCA

IMP: 20-2-121, MCA

4. REASON: The Board of Public Education has determined that it is reasonable and necessary to adopt rules to provide content standards and performance descriptors for English language proficiency. The English language proficiency standards that are being recommended for adoption are specific to English language proficiency with links to academic content standards and address the need for students to become fully proficient in both social and academic English. They meet the federal requirement under Title III, section 3113(b)(2) for specific English language proficiency standards. In addition, their links to academic language have been aligned to the national Common Core State Standards.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Steve Meloy, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail [SMeloy@mt.gov](mailto:SMeloy@mt.gov). and must be received no later than 5:00 p.m., August 25, 2011.

6. Steve Meloy, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

7. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all

concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

/s/ Steve Meloy  
Steve Meloy  
Rule Reviewer

/s/ Patty Myers  
Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State July 18, 2011.

# TIMELINE

## Montana English Language Proficiency Standards September 2011

- Present proposed Montana English Language Proficiency Standards to the BPE ..... May 2011 meeting
- Recommendation to the Board of Public Education..... July 2011 meeting
- Notice of Public Hearing approval by BPE ..... July 2011 meeting
- Proposed notice to SOS for notice in MAR..... July 18, 2011
- MAR publication out ..... July 2011
- Hearing date..... August 24, 2011
- Final Public Input deadline ..... August 24, 2011
- Draft Adoption Notice to BPE ..... September 9, 2011 meeting
- Final rule changes to SOS for notice in MAR..... September 12, 2011
- MAR publication out ..... September 22, 2011
- Effective Date of Rules ..... July 1, 2013  
Effective date dependent upon Cost Analysis through a Legislative Fiscal Analysis

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
September 9, 2011**

<b><u>Item</u></b>	<b><u>Presenter</u></b>	<b><u>Time</u></b>
1. Student Enrollment/Evaluation	Gettel	3 min
2. Human Resources - Personnel actions	Gettel	3 min
3. School Improvement - Accreditation Report - Update on Strategic Plan and Superintendents Goals	Gettel	5 min
4. Professional Development Activities - Update on in-service training - Fall conferences	Informational	
5. MSDB Foundation Activities - Update on activities	Informational	
6. Conferences, meetings and contacts	Informational	
7. Finance and Facilities - Update on budget	Gettel/Sykes	3 min
8. School Calendar of Events	Informational	
9. Student News	Informational	
10. Public Comment for Non Agenda Items		

## ACTION

### PUBLIC COMMENT

*The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.*

❖ EXECUTIVE COMMITTEE  
Patty Myers (Item 26)

### ITEM 26

### ELECTION OF BOARD OFFICERS

**Peter Donovan and Patty Myers**

# **PRELIMINARY AGENDA ITEMS**

**November 3-4, 2011  
State Capitol Room 152  
Helena, MT**

- MACIE Annual Report
- Joint MACIE/BPE/OPI Meeting
- Assessment Update
- Federal Update
- Alternative Standards Requests
- Accreditation Report
- Annual Renewal Unit Providers (List) C\*

\*C = Consent Agenda