



What Your Child Will Learn in English

A State-Assessed Course

2014-2015

Includes *What Can You do to Help?*

COMMON CORE STANDARDS

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

These standards define the knowledge and skills students should have within their K-12 education experience so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are informed by the highest, most effective models from states across the country and countries around the world. They provide teachers and parents with a common understanding of what students are expected to learn and provide appropriate benchmarks for all students, regardless of where they live.

Source: www.corestandards.org/about-the-standards

MARYLAND'S COLLEGE AND CAREER-READY STANDARDS

Following the adoption of the Common Core Standards, the Maryland Department of Education launched a broad-based, year-long process to analyze the new standards and compare the alignment of the PK-12 State Curriculum to the Common Core State Standards. As a result, the Maryland Department of Education developed the Maryland Common Core Curriculum Frameworks. These Frameworks in English/Language Arts and Mathematics define the essential skills and knowledge that students need to know and be able to do in order to achieve the academic goals of the Common Core State Standards. The Frameworks are the foundation of Maryland's curriculum and have guided the development of curriculum resources. Maryland's College and Career-Ready Standards are based on the Common Core State Standards.

Maryland's Standards:

- Are evidence-based.
- Are aligned with college and work expectations.
- Are clear, understandable, and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.

Family Guide and the Maryland High School Assessments



Maryland High School Assessments

The assessed courses are Algebra I, English 10, Biology, and American Government. Students must pass the assessments in these courses to earn a Maryland high school diploma. The assessments ensure that graduates have mastered the basic skills they need to succeed after high school. The English 10 and Algebra I assessments measure student achievement of Maryland's College and Career-Ready Standards. The administration of High School Assessments in Government and Biology will continue. The skills and knowledge necessary to demonstrate understanding of each course's content are embedded in the Howard County Public School System (HCPSS) curriculum. The four courses associated with the assessments are typically taken during freshman and sophomore years.

The American Government assessment was suspended in 2011, but was restored in the spring of 2012 by Maryland legislative mandate. The Government HSA is a graduation requirement for students who enter Grade 9 in school year 2013-2014 and beyond.

High School Graduation Assessment Requirements

Course	Tester Status	SY 2014-2015	SY 2015-2016
Algebra I	Enrolled in Algebra I for the first time beginning in the Fall 2014	PARCC Algebra I or Algebra/ Data Analysis HSA/ Mod-HSA*	PARCC Algebra I
	Completed Algebra I prior to the Fall of 2014		
English 10	Enrolled in English 10 for the first time beginning in the Fall 2014	PARCC English 10 or English 10 HSA/ Mod-HSA*	PARCC English 10
	Completed English 10 prior to the Fall of 2014		
Biology	Enrolled in Biology for the first time beginning in the Fall 2014	Biology HSA/ Mod-HSA*	Biology HSA
	Completed Biology prior to the Fall of 2014		
American Government	Enrolled in American Government for the first time beginning in the Fall 2014	Government HSA/ Mod-HSA*	Government HSA
	Completed American Government prior to the Fall of 2014		

* Mod-HSA is for identified special education students only.

Passing Scores for Required High School Graduation Assessment Requirements

Algebra/Data Analysis HSA	PARCC Algebra I	English HSA	PARCC English 10	Biology HSA	Government HSA
412	To be determined Fall 2015	396	To be determined Fall 2015	400	394

Assessment Outcomes

- The following chart lists possible outcomes after taking the required state high school assessments.

Assessed Course	+	Required Assessment	=	Outcome
Pass		Pass		On track to receive Maryland High School Diploma
Pass		FAIL		Assistance and Re-take exam
FAIL		Pass		Re-take course
FAIL		FAIL		Re-take course and exam

Interventions and Online Courses

Interventions and Retaking Assessments

- Howard County Policy 8030 states that a student may retake a test in order to increase a test score if the student participates in an approved assistance program to strengthen areas of weakness. Students who fail a required state assessment must receive appropriate assistance before re-taking the exam. Howard County also offers a variety of interventions before and during the required state assessed courses. In addition, the school system has several different options for students to receive appropriate assistance. The chart below summarizes the interventions that are available. Contact your school counselor for additional information.

Before Course	During Course	After Course (Appropriate Assistance)
Middle School Interventions	Co-taught Seminar Courses	Summer School
Summer School Prep Course	Co-teaching in general education classes	Mastery Courses
	Tutorial classes for extra assistance and support	After school intervention programs and tutoring
	After-school intervention programs and tutoring	Saturday Bridge Academy

AP Substitute Exams for the required Maryland State Assessments

- To encourage more rigorous coursework and eliminate duplicate testing, MSDE accepts scores of 3, 4, and 5 on identified Advanced Placement (AP) exams (see below) in place of passing scores on the corresponding state assessments.

MD HSA	Advanced Placement exam (acceptable scores: 3, 4, 5)	Student Requirements
Algebra/Data Analysis	<ul style="list-style-type: none"> Calculus AB Calculus BC Statistics 	<ul style="list-style-type: none"> Take AP course and test Earn acceptable score Substitute acceptable AP score for the required state assessment passing score
English	<ul style="list-style-type: none"> English Language English Literature 	
Biology	<ul style="list-style-type: none"> Biology 	
Government	<ul style="list-style-type: none"> U.S. Government and Politics 	

Bridge Plan for Academic Validation

- The Bridge Plan for Academic Validation provides eligible students an additional opportunity to meet the testing requirement that will lead to a Maryland High School Diploma. Students must demonstrate defined knowledge and skills to graduate, either through the traditional testing program, which includes passing or earning the required combined score, determined by fall 2015, or the Bridge Plan program. An HCPSS student who thinks (s)he qualifies for this option is encouraged to explore the Bridge Plan for Academic Validation option with a school counselor.
- The Bridge Plan has been approved by the Maryland State Board of Education and is included in the Code of Maryland Regulations (COMAR).

Frequently Asked Questions Regarding the HSA

Do middle school students taking high school level courses take the required state assessments?

Middle school students taking high school level courses must take the appropriate required assessments. All middle school students are required to pass any state assessment they take in middle school. Students who take and pass a required state assessment in middle school will have those scores count toward their graduation requirements.

Are English language learners required to take the required state assessment?

Maryland, like other states, gauges students' progress in acquiring English fluency throughout their education. Schools enroll English Language Learners (ELL) in credit-bearing courses when it is determined they can be successful in them. ELL students will take the required state assessment when they are enrolled in the appropriate course.

How does Howard County's instructional program prepare my child for the required state assessment?

All tested courses have the state's Core Learning Goals embedded within the Howard County essential curriculum. The Howard County curriculum extends the Core Learning Goals to content that is beyond the core; however, all content needed for the required state assessment is contained within the essential curriculum.

What accommodations are used for students in Special Education?

Any accommodation provided in daily instruction and on classroom assessments, as documented in the student's IEP, must also be provided on the required state assessments.

Do other students qualify for accommodations?

Maryland allows testing accommodations for students who need them. The accommodation(s) must be documented in the student's IEP, 504 plan, or ELL plan.

When will my child take the required state assessments?

Students will take the required state assessments at the end of designated courses.

What is the passing score on the required state assessments?

The passing score for HSA algebra/data analysis is 412, for biology 400, for HSA English 396 and for Government 394. The passing score for PARCC Algebra I and PARCC English 10 will be determined in the fall of 2015.

How will parents receive test results?

Parents will receive their child's test score report from the Howard County Public School System approximately 10 weeks after the tests are administered. If additional information is requested, the parent can contact the school or the school system's accountability coordinator.

If students fail an assessment, will they be able to retake it during the school year to ensure they graduate on time?

Most students take the state required assessments either in ninth or tenth grade. They will have the opportunity to receive extra help and retake any failed tests before graduation.

When is mandatory assistance provided?

Schools will provide appropriate assistance to students who fail an assessment. Students can retake an assessment only after they participate in appropriate assistance.

What are alternative ways to meet the state required high school graduation assessment requirements?

Within the Howard County Public School System, students have the following alternatives to passing the required state assessments:

- Advanced Placement (AP) test substitution allows students to use an approved score on the state assessed-related AP test in place of taking the required state assessment.
- The Combined-Score Option allows students to offset a lower performance on one test with higher performance on another.
- The Bridge Plan for Academic Validation is available for students who have been unable to pass one or more state assessments, despite assistance. Students must meet three general eligibility criteria: taken and failed the test twice, participation in appropriate assistance, and satisfactory progress toward graduation. Students eligible for participation will meet with school staff to determine the projects to be included in the student's Academic Validation Project Package.

Maryland High School Graduation Requirements

Credit Requirements: Students must earn a minimum of 21 credits to graduate. Credits can be earned in the following areas:

CORE REQUIREMENTS			OTHER REQUIREMENTS	
Subject Area	Current Specific Credit Requirements	State Assessed Course	Subject Area	Current Specific Credit Requirements
Mathematics [^]	3 credits*, including: • 1 credit in Common Core Algebra I • 1 credit in Common Core Geometry	Algebra I	Fine Arts	1 credit
			Physical Education	1/2 credit, including: Lifetime Fitness
English	4 credits, including: • 1 credit in Common Core English 9 • 1 credit in Common Core English 10 • 1 credit in Common Core English 11 • 1 credit in Common Core English 12	English 10	Health	1/2 credit, including: Health Education or Current Health Issues
			Technology Education	1 credit
Science	3 credits, including: • 1 credit in Biology • 2 additional credits including laboratory experience, in any or all of the following areas: » Earth Science » Environmental Science » Life Science » Physical Science	Biology	Program Choice	2 credits in World Language** OR 2 credits in American Sign Language*** OR 2 credits in an approved Advanced Technology Program OR 4 credits in a Career Academy (State-approved Career and Technology Education Completer Program)
Social Studies	3 credits, including: • 1 credit in U.S. History • 1 credit in Local, State and National Government • 1 credit in World History	American Government ****	Electives	1-3 credits to include courses beyond requirements.

[^] Beginning with students entering Grade 9 in the 2014-2015 school year, students are required to enroll in 4 math classes.

* Students who successfully completed high school level mathematics in middle school still need to earn 3 credits in mathematics, preferably in higher level courses. The University System of Maryland has changed its admission policy to require four consecutive years of high school math for students who entered Grade 9 in fall 2011 or later. Please check with each of your prospective colleges or universities for their specific entrance requirements.

** Students who received credit for Spanish I or French I based on work in middle school still need to earn at least 2 credits in World Language for this program choice option.

*** Students must complete both ASL I and II to meet the requirement. These courses may not meet all colleges' entrance requirements.

**** This exam will count as a graduation requirement for students who enter Grade 9 in school year 2013-2014 and beyond.

English 9, 10, 11 Curriculum

English Language Arts College and Career Readiness (Common Core) Anchor Standards

HCPSS has adopted the Common Core State Standards and has integrated them into the Essential Curriculum. The Standards address four main categories with sub-topics as outlined below. Specific descriptions of each sub-topic may be found at <http://www.corestandards.org/ELA-Literacy>

Anchor Standards for Reading (literary and informational text)

Students will grow in their ability to comprehend complex text, drawing inferences and making connections between texts.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Anchor Standards for Writing

Students will write in a variety of modes in response to evidence found in their reading and research.

- Text Types and Purposes (argument, explanatory, narrative)
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Anchor Standards for Speaking and Listening

Students will grow in their ability to communicate in formal and informal situations while developing the interpersonal skills required for effective collaboration.

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Research to Build and Present Knowledge
- Range of Writing

Anchor Standards for Language

Students will use language correctly and effectively and grow in their knowledge of content-specific and general academic vocabulary.

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Composition

Composition is a key component of the English curriculum. Students are required to write in a variety of modes as described below. More information about the modes of writing, organizational structures, research, and rhetoric is provided for students through the HCPSS High School Writing Manual and Style Guide. This manual is also available on the HCPSS website at www.hcpss.org/aboutus/writing_manual.pdf.

Students will be able to:

- Compose in the following modes of discourse:
 - Explanatory, including analysis of both print and non-print texts.
 - Argument, using a variety of rhetorical devices.
- Compose a research paper.
- Respond to SAT-type timed writing prompts.
- Respond to AP-type writing prompts.
- Compose creatively.

Literature and Literary Non-fiction

A variety of literary genres including short stories, poetry, novels, drama, and essays are included in both the English 9 and English 10 curricula. Teachers select appropriate texts from the Approved Textbook list which is available on the HCPSS website at www.hcpss.org/academics/approvedtextbooks.shtml

The following units at each grade level are designed to reflect a thematic approach.

English 9 Units

Reflections: Past to Present
Dramatist as Social Commentator
Coming of Age
Imaginary Worlds

English 10 Units

Hope and Fears
Individual and Society
The Pursuit of Power
The Hero's Journey

English 11 Units

American Dreams: The Society
American Visions: The Individual
American Perspectives: The Challenge
American Destinies: Reality and Hope

Research Skills

All students complete a written research paper at each grade level, demonstrating the ability to:

- Define an information problem.
- Identify information needed in order to solve the information problem.
- Determine the range of possible sources and prioritize those sources.
- Locate sources, using print, non-print, and electronic media.
- Evaluate sources for credibility.
- Engage with the information in a source (e.g., read, listen, or view), and extract relevant information.
- Document sources using MLA format.
- Organize and integrate information from multiple sources.
- Present the information in a multi-paragraph paper: create a thesis, identify the audience, and select an appropriate mode of writing.
- Reflect on the effectiveness of both the written product and the research process.

Sample PARCC Assessment Questions

There will be two PARCC Assessments for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The first is a Performance-Based Assessment that consists of three tasks. Each task assesses reading comprehension and writing ability:

- Narrative Writing Task
- Literary Analysis Task
- Research Simulation Task

The second assessment, administered at the end of the year, asks students to read passages and answer questions about the reading.

Types of Questions

- Two-part evidence-based selected response questions: Students read a passage and answer questions that require them to identify evidence to support their answers.
- Technology-enhanced questions: Students use computer features to drag and drop, highlight, or cut and paste their responses.
- Prose response questions: Students write essays that demonstrate their understanding of a text or texts and show their skills in written expression, grammar, and usage.

Two-Part Questions

Sample #1

Part A: In “Daedalus and Icarus,” what do the lines “he turned his mind to arts unknown / and nature unrevealed” (lines 9-10) imply about Daedalus and his invention?

- a. that his invention will bring him wealth and fame
- b. that his invention will be something beyond common understanding**
- c. that the primary motive for his invention is revenge
- d. that he is nervous about the success of his invention

Part B: Which quotation provides the best support for the answer to Part A?

- a. “But Daedalus abhorred the Isle of Crete— / and his long exile on that sea-girt shore, / increased the love of his own native place.” (lines 1-3)
- b. “While he was working, his son Icarus, / with smiling countenance and unaware / of danger to himself, perchance would chase / the feathers, ruffled by the shifting breeze, / or soften with his thumb the yellow wax,” (lines 17-21)
- c. “. . . ‘My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight;’” (lines 30-32)
- d. “Beneath their flight, / the fisherman while casting his long rod, / or the tired shepherd leaning on his crook, / or the rough plowman as he raised his eyes, / astonished might observe them on the wing, / and worship them as Gods.” (lines 50-55)**

Sample #2

Part A: In line 11 of Sexton’s poem, what does the use of the idea of “tunneling” reveal about Icarus at this point in the poem?

- a. He is engaging in an intensely concentrated action.**
- b. He is doomed to become the victim of an accident.
- c. He is trying to visualize an impossible goal.
- d. He is forced to begin a puzzling quest.

Part B: Which words from Sexton’s poem best help the reader understand the meaning of “tunneling”?

- a. “Admire his wings” (line 9)
- b. “Feel the fire at his neck. . . .” (line 10)
- c. “. . . he glances up and is caught” (line 11)**
- d. “Who cares that he fell back . . .” (line 12)

Sample PARCC Assessment Questions

Sample Technology-Enhanced Question

Part A: What do lines 38-45 from Ovid's poem **most** suggest about Daedalus?

- a. Daedalus is worried about the quality of the wings.
- b. Daedalus is sad to leave the Isle of Crete.
- c. Daedalus is a caring parent.**
- d. Daedalus is proud of his invention.

Part B: From the list below, select **two** quotations that provide additional evidence to support the answer to Part A. Drag and drop your answers into the boxes labeled "Evidence."

1) "He said, 'The unconfined skies remain / though Minos may be lord of all the world / his sceptre is not regnant of the air, / and by that untried way is our escape.'" (lines 5-8)	2) "...He fashioned quills / and feathers in due order—deftly formed / from small to large, as any rustic pipe / from straws unequal slants. He bound with thread / the middle feathers, and the lower fixed / with pliant wax; till so, in gentle curves / arranged, he bent them to the shape of birds." (lines 10-16)
3) But when at last / the father finished it, he poised himself, / and lightly floating in the winnowed air / waved his great feathered wings with bird-like ease." (lines 24-27)	4) "... 'My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight; / and if they soar too high the sun may scorch them. / Fly midway. Gaze not at the boundless sky, ...but follow my safe guidance.'" (lines 30-37)
5) "And as he called upon his father's name / his voice was smothered in the dark blue sea, / now called Icarian from the dead boy's name." (lines 69-71)	6) "The unlucky father, not a father, called, / 'Where are you, Icarus?' and 'Where are you? / In what place shall I seek you, Icarus?' / He called again; and then he saw the wings / of his dear Icarus, floating on the waves; / and he began to rail and curse his art." (lines 72-77)
7) "...Wherefore Daedalus / enraged and envious, sought to slay the youth / and cast him headlong from Minerva's fane,-- / then spread the rumor of an accident." (lines 96-99)	

Evidence

Evidence

Sample PARCC Assessment Questions

Sample Essay for the Narrative Writing Task

This passage is written as a first-person narrative told from Miss Summerson's point of view. Write a narrative story that describes the major events in the passage from the point of view of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.

Sample Essay for the Literary Analysis Task

Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms "Daedalus and Icarus." Develop your claim(s) of how Sexton transforms "Daedalus and Icarus" with evidence from both texts. As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Sample Essay for the Research Simulation Task

You have studied three sources involving the establishment of American independence from Great Britain. The sources are:

- Declaration of Independence, signed on July 4, 1776
- A passage from Patrick Henry's March 23, 1776, speech to the Second Virginia Convention
- The video "From Subjects to Citizens"

An important idea presented in the sources involves the colonists' notions of the purpose of government. Write an essay in which you explore the perceptions of government's purpose presented in the sources. In writing your essay, consider how the authors of the two written documents describe the ideal relationship between a government and its people, and how they describe the actual relationship between the government of Great Britain and the colonists. Consider also the perspective presented in the video. Remember to use evidence from all three sources to support your ideas.

Sample End-of-Year Two-Part Question

Part A: [Students read an article on the uses of plant DNA.]

Which three terms does the author use to refer to a "DNA fingerprint" that help clarify the meaning of the term?

- a) "genetic photograph"
- b) "science of genetics"
- c) "individual crop varieties"
- d) "radioactive probes"
- e) "pattern unique to the organism"
- f) "desirable new traits"
- g) "genetic blueprint"

Part B: What do these terms indicate about the results of the seven-step procedure to develop a DNA fingerprint?

- a) The procedure identifies a constantly evolving arrangement of genes.
- b) The procedure identifies a generally accurate arrangement of genes.
- c) The procedure identifies an uncomplicated arrangement of genes.
- d) The procedure identifies a set arrangement of genes.

For additional samples, visit the PARCC website:
<http://www.parcconline.org/parcc-assessment>

What Can You Do To Help?



Your involvement in your child's educational development is very important for academic achievement. Tests represent only ONE aspect of your child's development. Awareness, support, and praise of your child's accomplishments in all academic areas are extremely helpful.

GENERAL TEST-TAKING TIPS FOR PARENTS

Your child should:

- Get a good night's sleep the night before the test.
- Eat breakfast the morning of a test.
- Have a happy morning - avoid family conflict.
- Practice at home with timed activities - doing homework, playing a game, doing a chore.
- Arrive at school on time in order to relax prior to testing time.

ENCOURAGING ACHIEVEMENT

- Set high expectations for your child.
- Make it clear that school is your child's first priority.
- Provide a quiet place for your child to study.
- Help your child with homework.
- Show interest in your child's schoolwork.
- Limit the amount of television your child watches.
- Encourage your child to take challenging courses.

TAKING THE TEST

Encourage your child to:

- Stay positive.
- Think of the experience as a challenge.
- Read directions carefully.
- Look at the wording of the question to determine what is being asked and to find key words.
- Attempt every question - do not give up.
- Go back and check work.
- Write in complete sentences and be detailed when explaining thinking.

Answer each part of every question fully.

How to Help Your Child at Home

- Help your child understand the difference between struggle and frustration.
- Discuss with your child what he or she is learning instead of what he or she is doing.

Writing

- Together with your child, select journaling topics to which you both will individually respond in personal creative journals. Determine if and how the entries will be shared. Rule: No texting symbols or shortcuts.
- Share your own work-related writing.
- Request evidence in everyday discussions and disagreements.
- Ask to see your child's writing folder whenever you visit his or her teacher.

Reading

- Recommend your child read one of your personal favorites and share time discussing the book.
- Read and discuss a combination of fiction and non-fiction aloud with your child.
- Have books, magazines, and newspapers available in the home.
- Set aside some time each day for reading.
- Take family visits to the public library.

For More Information



www.hcpss.org

This is the homepage for the Howard County Public School System. Click on Test Scores for information about assessments.

www.marylandpublicschools.org/msde

This is the homepage for the Maryland State Department of Education. Click on Parents to find information about helping your child.

www.mdk12.org

The School Improvement in Maryland website contains practical information and tools to help educators and parents better understand state tests. Here you can find background information about the HSA and the Maryland School Assessments.

www.corestandards.org/

The Common Core State Standards site provides information on the Standards, describes key shifts in Language Arts, and addresses Frequently Asked Questions. You may download a copy of the Standards at this site.

www.parcconline.org/

The Partnership for Assessment of Readiness for College and Careers (PARCC) site provides information about the assessments that will be given to students in grades 3-11. You may take a practice test here, learn about accessibility features, and find answers to Frequently Asked Questions.

<https://msde.blackboard.com/webapps/portal/frameset.jsp>

At this site, the Maryland State Department of Education provides many resources for teachers, students, and parents. You may download information about the Common Core State Standards and PARCC assessments in Maryland, as well as watch videos and interact with modules that are designed to model engaging instructional strategies.

www.mdreportcard.org

This site is the online version of the Maryland School Performance Report, including scores on state tests.



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