

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

POLICY ON LEARNING EXPECTATIONS FOR
MICHIGAN STUDENTS

PURPOSE

Today's children will face new challenges in an ever-changing world, and the knowledge and skills they learn today must prepare them with the tools they need for future success and to be productive citizens. Accordingly, our system of public education is intended to provide all students the following:

- Academic skills and knowledge to succeed in today's global, information age economy, higher education, the armed services, and other post K-12 opportunities;
- An excellent grounding in history, principles and form of our political system of self-government and constitutional liberty, and the ability to fully and thoughtfully participate in political activities and elections;
- An excellent understanding of history, civics, political science and conflict resolution;
- A broad cultural exposure, including comprehension of the arts, humanities, and the classics; and;
- The opportunity to participate in community involvement, including volunteering, social studies and character development, membership in community associations, clubs, and organizations, athletics, student mentoring and similar activities.

To ensure that our schools provide these tools for every child, Michigan needs fair, challenging, and supportive Learning Expectations and Content Standards for Michigan Children to help all schools be good schools.

THE ROLE OF LEARNING EXPECTATIONS
FOR MICHIGAN CHILDREN

The State Board of Education has the constitutional authority and responsibility to provide leadership, general supervision, planning, and coordination to Michigan public K-12 schools. In addition, the State Board has the statutory responsibility to develop certain content standards for Michigan's public education students. Accordingly, the State Board has both the constitutional and statutory authority and responsibility to establish both Learning Expectations and Content Standards for Michigan's public education students. These Learning Expectations and Content Standards work together to ensure

that Michigan's schools will provide students with academic and non-academic programs that reflect those expectations and standards and ensure that the purposes of public education outlined above are fulfilled for all of Michigan's students.

Learning Expectations set the State Board's expectations for students' mastery in connection with how students learn and analyze information, as well as consider and solve problems. Learning Expectations are not content specific; rather they apply across all content areas and are intended to be integrated into all curricular and extracurricular programs, the counseling program, and the life of the school and community. In other words, Learning Expectations are not about mastering a particular content area (such as mathematics); rather they apply across the disciplines, providing opportunities for engagement and higher-order thinking. This in turn, provides an effective foundation for life-long inquiry, achievement, and accomplishment. These Learning Expectations are intended to encourage educators to create learning tasks and experiences that are truly engaging for students because they are meaningful, challenging, and satisfying to the students and provide authentic and powerful learning opportunities that further the purposes of public education. A fundamental and key component of state testing and assessment programs (such as the MEAP and Work Keys) will be the measurement of student performance in connection with these Learning Expectations.

Content Standards set the standard for what students should know and be able to do in connection with a particular content area, such as social studies, mathematics, science, English language arts, and the arts. Content Standards ensure that students gain the critical knowledge needed to further the purposes of public education.

The Learning Expectations and Content Standards are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and to provide them with the knowledge and skills needed for future success and to be productive citizens.

THE LEARNING EXPECTATIONS

A student possessing the skills meeting Michigan Learning Expectations will, across all academic and nonacademic content areas, be prepared to:

1. **Gather Information.** Research and retrieve information from a wide range of primary and secondary sources in various forms and contexts.
2. **Understand Information.** Understand, synthesize, and evaluate information in an accurate, holistic, and comprehensive fashion.
3. **Analyze Issues.** Review a question or issue by identifying, analyzing, and evaluating various considerations, arguments, and perspectives.

4. **Draw and Justify Conclusions.** Draw and justify conclusions, decisions, and solutions to questions and issues by, among other things, using reason and evidence, specifying goals and objectives, identifying resources and constraints, generating and assessing alternatives, considering intended and unintended consequences, choosing appropriate alternatives, and evaluating results.
5. **Organize and Communicate Information.** Organize, present, and communicate information in a variety of media in a logical, effective, and comprehensive manner.
6. **Think and Communicate Critically.** Read, listen, think, and speak critically in connection with any subject with clarity, accuracy, precision, relevance, depth, breadth, and logic.
7. **Learn and Consider Issues Collaboratively.** Engage in shared inquiry processes, in a collaborative and team-based fashion with persons of diverse backgrounds and abilities.
8. **Learn Independently.** Engage in learning in an active, exploratory, independent, and self-directed fashion.
9. **Create Knowledge.** Create knowledge by raising and identifying previously unconsidered or unidentified questions and issues; creating new primary knowledge; and creating new approaches to solving or considering questions and issues.
10. **Act Ethically.** Adhere to the highest intellectual and ethical standards in conducting all of the above.

Adopted June 13, 2002