

2016

Oklahoma Academic Standards for English Language Arts Frequently Asked Questions

Oklahoma Academic Standards (OAS) for English Language Arts Frequently Asked Questions and Answers will be updated as edits to OAS edits occur. This will include the Overview of Process, Legislative Requirements from 70 O.S. 11-103.6a. and other stakeholder questions. Each revised document will be dated to ensure the most current information is known.



**WRITING OF NEW OKLAHOMA ACADEMIC STANDARDS
ENGLISH LANGUAGE ARTS - 2016
FREQUENTLY ASKED QUESTIONS AND ANSWERS**

LEGISLATION

Under House Bill 3399, which was signed into law by Governor Mary Fallin in June 2014, Oklahoma is required to create new Oklahoma Academic Standards in English language arts and mathematics by 2016. (70 O.S. § 11-103.6a. B.1.)

“On or before August 1, 2016, the State Board of Education, in consultation with the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce, shall adopt subject matter standards for English Language Arts and Mathematics which are college- and career-ready and will replace current standards. To be considered college- and career-ready, the standards shall be evaluated by the State Department of Education, the State Regents for Higher Education, the Department of Commerce and be determined to be such that the standards will address the goals of reducing the need for remedial coursework at the postsecondary level and increasing successful completion of postsecondary education. The subject matter standards and corresponding student assessments for English Language Arts and mathematics shall be solely approved and controlled by the state through the State Board of Education.”

OVERVIEW

The new Oklahoma Academic Standards are being created to ensure students are prepared for higher education and the workforce that reflect Oklahoma values and principles. The standards writing process is designed to be inclusive and comprehensive, encouraging the spirit of collaboration and a healthy exchange of ideas. These standards are being created by Oklahomans for Oklahomans.

PROCESS

1. What is the process for creating Oklahoma Academic Standards?

In February 2015, the Oklahoma Academic Standards Steering Committee heard testimony from three experts who shared processes for creating high-quality academic standards. These experts were:

- Dr. Larry Gray, Professor of Mathematics, School of Mathematics, University of Minnesota
- Dr. Jane F. Schielack, Associate Dean for Assessment and Pre-K-12 Education, College of Science, Texas A & M
- Dr. Sandra Stotsky, Professor of Education Reform, Department of Education Reform, University of Arkansas

Guiding Assumptions were established:

- Follow legislative mandates (HB 3399)
- Create standards that are clear, concise, objective, measurable, and grade-level appropriate

- Recognize that standards do not require a specific teaching methodology or curriculum
- Gather input from diverse stakeholder groups

Characteristics and Outcomes of New Standards

- Prepare students for success in a college general education mathematics course
- Prepare students for success in a college entry level English language arts course
- Create standards to be assessable
- Create standards that demonstrate vertical alignment from one grade level to the next and horizontal alignment to ensure appropriate grade level placement

Criterion for a Determination of a High-Quality Standard

- Cognitive Rigor
- Horizontal and Vertical Alignment
- Concise
- Appropriate to Grade Level
- Consideration of Depth of Knowledge
- Readiness Standards (Include Foundational Content and Skills)
- Authenticity - Provide Content with Real-Life Purpose
- User friendly so that Teachers are able to implement standards effectively in the classroom

STEERING COMMITTEE

2. Who are the members of the Oklahoma Academic Standards Steering Committee?

The Committee Members include:

- General Leo J. Baxter, OSDE Board of Education member
- Mrs. Barbara Bayless, Reading Specialist at James Griffith Intermediate in Choctaw
- Mrs. Cathryn Franks, OSDE Board of Education member
- State Superintendent, Joy Hofmeister, Steering Committee Chair
State Superintendent of Public Instruction
State Board of Education Chair
State Career Technology Board Chair
Regional University System of Oklahoma Regent
- Mrs. Elaine Hutchison, mathematics teacher for Fairview Public Schools
- Chancellor Glen D. Johnson, (Juris Doctorate) Chancellor for the Oklahoma State Regents for Higher Education
- Ms. Mautra Jones, Parent, Oklahoma City Public Schools
- Dr. Cindy Koss, OSDE Deputy Superintendent for Academic Affairs and Planning
- Dr. Marcie Mack, State Director of Oklahoma Career and Technology Education
- Mr. Don Raleigh, Superintendent of Pryor Public Schools
- Ms. Deby Snodgrass, Oklahoma Secretary of Commerce and Tourism

Dr. William Radke, Executive Director of Oklahoma Academic Standards Writing for English Language Arts and Mathematics (January 2015-December 2015)

STANDARDS WRITING TEAMS

3. What is the starting point for writing the Oklahoma Academic Standards?

The starting point for writing the Oklahoma Academic Standards was *PASS* 2010 which was certified by the Oklahoma State Regents for Higher Education as college and career-ready standards in November, 2014. These standards were provided as a survey so that public feedback about the current standards could be collected online and the data shared with the writing teams. In addition, the Oklahoma writing team reviewed “model” standards from other states and examined reports of national significance and scholarly research.

4. Whom do the writing teams represent?

The writing teams represent Oklahoma Institutions of Higher Education, classroom teachers, curriculum directors, and instructional coaches. The writing teams are experienced classroom teachers, curriculum directors, instructional coaches and representatives from Institutions of Higher Education. These individuals know and understand current standards related to what students should know and are able to do, as well as how to clearly define for teachers, high-quality, rigorous standards that are user friendly. In addition, these individuals possess the knowledge of the research-based practices for effective teaching and learning, including research-based trajectories that identify what is grade-level appropriate for students. The insight and knowledge of these educators provides the foundation for developing standards so that students are college and career ready by 12th grade.

5. What is the configuration of the writing teams?

The writing teams are led by co-chairs. One chair represents an Institution of Higher Education and one chair represents PK-12 education. The writing team is divided into grade bands: PK-4; 5-8; 9-12. Within the grade bands, there is a chair from an Institution for Higher Education and three to four PK-12 educators. In addition, there is a scribe for mathematics and a scribe for English language arts who collates the writing of the teams. Also, each writing group – mathematics and English language arts - has an individual from an Institution of Higher Education to provide input related to the assessment of the standards.

ENGLISH LANGUAGE ARTS STANDARDS

6. What is the focus and organization of the new Oklahoma Academic Standards for English language arts?

Each standard addresses both reading and writing.

Eight overarching English language arts standards frame the document.

These eight English language arts standards appear from PreK-12th grade.

Individual English language arts grade progressions are included.

The fundamental stance of the English language arts standards is that the acquisition of mastery level skills in reading and writing is the core purpose of language arts instruction. Independent readers and writers hold the keys to unlocking other disciplines. Therefore, in each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended to support integrated, rather than isolated, reading/writing instruction. Research supports this integrated model of language arts, where students read to understand the meaning and composition of a text and write with readers' expectations and assumptions in mind.

The eight overarching standards reinforce the recursive nature of the language arts, which is a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. Hence, the eight standards are interpreted at each grade level, PK-12. A progression chart will indicate when levels of attainment of concepts and skills should be mastered.

English Language Arts College and Career Standards

1. Speaking and Listening

Reading – Consuming Discourse and Texts

Students will engage in discourse in pairs, groups, and whole class discussion to acquire, refine and share knowledge of print and non-print texts.

Writing – Producing Discourse and Texts

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

2. Reading Process/Writing Process

Reading

Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.

Writing

Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.

3. Critical Reading/Critical Writing

Reading

Students will comprehend, interpret, evaluate, appreciate, and respond to a variety of complex fiction and nonfiction texts from a variety of historical, cultural, and global perspectives.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.

4. Vocabulary

Reading

Students will expand vocabulary through reading, word study, and class discussion.

Writing

Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.

5. Language

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

6. Research

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.

7. Multimodal Literacies

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

8. Independent Reading/Independent Writing

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

STAKEHOLDER INPUT

7. What is available for stakeholder input for the writing of the new Oklahoma Academic Standards?

As required by State law, there will be many opportunities for stakeholder input.

“Upon the effective date of this act, the State Board of Education shall begin the process of adopting the English Language Arts and Mathematics standards and shall provide reasonable opportunity, consistent with best practices, for public comment on the revision of the standards, including but not limited to comments from students, parents, educators, organizations representing students with disabilities and English language learners, higher education representatives, career technology education representatives, subject matter experts, community-based organizations, Native American tribal representatives and business community representatives.” 70 O.S. 11-103.6a.B.2.

Multiple opportunities existed (and still exist) through a variety of venues (town halls, focus groups, surveys, expert reviews, and content consortiums) to elicit stakeholder feedback.

www.ok.gov/sde/newstandards

March 2015 – Steering Committee Provides Process for Writing the Oklahoma Academic Standards in English Language Arts and Mathematics

April 2015 – Writing Team Members Named for English Language Arts and Mathematics

April 2015 – Priority Academic Student Skills (PASS) Standards Surveys Available for Public Comment and submitted to Writing Team for new Oklahoma Academic Content Standards

May 2015 – Writing Teams Begin Writing New Standards and Review of Public Comments on Current State Standards – Priority Academic Student Skills

June 2015 – Initial Draft of New Standards Reviewed by Representatives from Institutions of Higher Education, Department of Commerce, Career Technology Centers, ROPE, and Teaching and Learning Advisory and provided to Writing Teams to consider for 2nd Draft

July 2015 – Second Draft of Oklahoma Academic Standards available for public comment as Posted on the Oklahoma State Department of Education Website; at Town Hall Meetings at EngageOK Conference; online surveys at Engage OK and sent out to diverse stakeholder groups.

August 2015 – External Reviewers provided written feedback on the Second Draft of the Oklahoma Academic Standards including reviews by Consultants for the Southern Regional Education Board; Partnership of the 21st Century Learning; South Central Comprehensive Center at the University of Oklahoma including Center for College and Career Readiness and Success; SC3 Staff; and DeBacker Consulting.

August 2015 – Phone consultations with Dr. Larry Gray, University of Minnesota, with Dr. Stacy Reeder, Co-Chair for the Mathematics Writing Team and Dr. Sandra Stotsky, University of Arkansas, with Dr. Matt Hollrah, Co-Chair for the English Language Arts Writing Team

September 2015 – Third Draft of Oklahoma Academic Standards (OAS) available for public comment with Feedback Toolkit posted on the Oklahoma State Department of Education Website provided.
OSDE Webinars for Stakeholder Input for ELA and math Third Draft Standards. Provide opportunity at content consortiums and conferences (e.g. Oklahoma Council of Teachers of English; Oklahoma Reading Association; Oklahoma Council of Teachers of Mathematics; Oklahoma Mathematics Alliance; Oklahoma Math Success group which includes mathematicians from all

universities and colleges in Oklahoma; Teaching and Learning Advisory which includes assistant superintendents, chief academic officers, and district curriculum directors, etc.) to provide feedback.

Third Draft OAS sent to key stakeholders to provide to their organizations.

Third Draft OAS sent to reviewers of standards used by & recommended by Fordham.

Third Draft OAS sent to Technical Advisory Committee for State Assessment.

Third Draft OAS sent to Department of Commerce, Department of Career Technology and Institutions of Higher Education

October 2015 – Third Draft of Oklahoma Academic Standards provided to Focus Groups to include business, parents, students, teachers, administrators, school board members, special populations, diverse populations, and legislators.

November 2015 – January 2016

January 2016 – Fourth Draft of Oklahoma Academic Standards presented to Oklahoma State Regents for Higher Education to certify the standards are written to prepare students for college and career.

Oklahoma Academic Standards presented to the Oklahoma State Board of Education to approve and adopt.

STANDARDS REVIEW INFORMATION

8. What are standards?

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method.

Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

Content standards refer to *what* students should know and be able to do.

Performance standards tell *how* students will show that they are meeting a standard.

Proficiency standards indicate *how well* students must perform.

9. **Why are academic standards necessary?** Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

10. Why are state-level academic standards important?

The academic standards are important because they help:

- Prepare students for college and careers.
- Define credit requirements for graduation.
- Guide school districts' adoption and design of curricula.

Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality education programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

11. Why does Oklahoma need its own academic standards? The citizens of Oklahoma are very serious and thoughtful about education. They expect high performance from their schools. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Oklahoma, the nation, and the world.

12. Developing the Academic Standards

How was the public involved in the standards process? Public input is crucial to the success of implementing high-quality standards. It was absolutely essential that the final academic standards reflect the values of Oklahoma's citizens.

Surveys, town halls, focus groups, content consortiums and input on the discussion drafts of the academic standards were used for getting citizens' ideas. Drafts of the standards were widely available throughout the state-including the OSDE home page available on the Internet. All input receives serious consideration.

13. Using the Academic Standards

How will local districts use the academic standards? Districts may use the academic standards as guides for developing local grade-by-grade curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

14. What is the difference between academic standards and curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it.

Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of research-based activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of implementation,

15. How are the standards different from the 2010 Priority Academic Student Skills?

The 2010 *Priority Academic Student Skills* provided a starting point for the development of the new high-quality, rigorous, vertically aligned standards.

The final document for the new Oklahoma Academic Standards will include the standards by grade level, as well as providing charts with the vertical alignment within grade bands.

The English language arts standards provide:

Concise Standards in the following areas:

1. Speaking and Listening (Reading & Writing)
2. Reading Process and Writing Process (Reading & Writing)
3. Critical Reading and Critical Writing (Reading & Writing)
4. Vocabulary (Reading & Writing)
5. Language (Reading & Writing)
6. Research (Reading & Writing)
7. Multimodal Literacies (Reading & Writing)
8. Independent Reading and Independent Writing (Reading & Writing)

- Provide Vertical Alignment PK-12 (Based on grade bands and transition grades)
- Focus on the reading and writing connections throughout the standards
- Include research that supports the standards.

16. How are the standards different from the Common Core State Standards?

Oklahoma’s ELA Standards were written by Oklahomans for Oklahomans. Having said that, similarities will inevitably exist (or share content required for student success in learning) with other standards in different states and the Common Core State Standards. For example, reading comprehension and reading fluency exist in all standards across the U.S.; phonics skills exist in all current standards across the U.S. The writing teams for the new Oklahoma Academic Standards are Oklahoma educators knowledgeable not only in content but also appropriate scaffolding of standards that builds a strong foundation for learning from PK – 12th grades. The Oklahoma ELA Standards are written to be both rigorous and flexible. They do not prescribe a curriculum but describe what successful students will know how to do by the end of each grade and at the end of their PK-12 educational experience.

17. How will the standards ensure that students are College and Career Ready?

The standards will identify what a student should know and be able to do to be prepared for college and career. The standards define the progression of learning from PK-12th grade that builds a foundation and provide progressions necessary for student success and preparation.

“To be considered college- and career-ready, the standards shall be evaluated by the State Department of Education, the State Regents for Higher Education, the State Board of career and Technology Education and the Oklahoma Department of Commerce and be determined to be such that the standards will address the goals of reducing the need for remedial coursework at the postsecondary level and increasing successful completion of postsecondary education.” 70 O.S. § 11-103.6a.B.1.

CURRICULUM AND INSTRUCTION

18. What is the research base for the standards?

In addition to the practical experience and deep content knowledge of the committee members, intentional use of research for the content learning and grade level appropriateness are used. In addition, research experts and the Oklahoma Standards Committees reviews and implements research-based vertical progressions for the Oklahoma Academic Standards document.

19. How will teachers know what curriculum to use?

The standards do not prescribe a curriculum. The local school district determines the curriculum.

“School districts shall exclusively determine the instruction, curriculum, reading lists and instructional materials and textbooks, subject to any applicable provisions or requirements as set forth in law, to be used in meeting the subject matter standards.”
70 O.S. § 11-103.6a F.

20. What professional development will be provided for teachers to effectively implement the standards?

The Oklahoma State Department of Education (OSDE) will provide regional professional development in the areas of English language arts and mathematics for educators. In addition, there will be information available on the OSDE Web pages for resources and *PD on Your Plan* where Oklahoma teachers share best practices for implementing the Oklahoma Academic Standards.

21. What is the plan for providing teachers implementation guidance?

Following approval of Oklahoma Academic Standards, the implementation plan will begin. Committees of teachers representing districts across the state will meet to create an Implementation Guide with suggestions for curriculum and instruction referencing research-based practices that meet specific cultural, regional, and special needs of Oklahoma’s diverse populations.

ASSESSMENT

22. How will the new Oklahoma Academic Standards be assessed?

After standards are written, there will be input from the Oklahoma Technical Advisory Committee (TAC), Oklahoma State Regents for Higher Education, the Office of Educational Quality and Accountability (OEQA), Oklahoma State Department of Education representatives, and the Education Coalition for next steps in determining the appropriate assessments for the new Oklahoma Academic Standards that will measure college and career readiness.

23. How will the standards be aligned to assessments?

Testing blueprints and performance level descriptors will be created for standards alignment to assessments.

24. What is the timeline for adopting assessments aligned to the new Oklahoma Academic Standards?

“On or before the 2017-2018 school year, the State Board of Education, in consultation with the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce, shall direct the process of the development of annual high-quality statewide student assessments for English Language Arts and Mathematics as provided for in Section 1210.508 of this title (Title 70) that align with the college- and career-ready subject matter standards developed pursuant to subsection B of this section.” 70 O.S. § 11-103.6a.C

25. What is timeline for implementation of standards and assessments?

Year	Oklahoma Standards and Assessments Timeline
2014-2015	Priority Academic Student Skills (PASS-2010) Implemented
2014-2015	Measured Progress Assessments 3-8 OCCT and EOIs
2015-2016	Oklahoma Standards Steering Committee – Chaired by State Superintendent of Public Instruction and includes Chancellor for Higher Education and State Director of Career Technology Centers
2015	Create new College- and Career-Ready Oklahoma Academic Standards in reading/English language arts and mathematics
2015 (December)	Oklahoma State Board of Education presented new Oklahoma Academic Standards in English language arts and mathematics for consideration for approval.
2015-2016	Priority Academic Student Skills (PASS – 2010) Continued Implementation
2015-2016	Oklahoma State Regents for Higher Education consideration to certify new CCR Oklahoma Academic Standards
2016	New OAS provided to Oklahoma Legislature for Approval of new CCR Oklahoma Academic Standards
2016-2017	Implement new CCR Oklahoma Academic Standards
2016-2017	Assessments for PASS (2010) continues and Field Test aligned assessment items to newly created CCR Oklahoma Academic Standards
2016-2017	Transition Year for Standards Implementation
2017-2018	Implement new CCR Oklahoma Academic Standards
2017-2018	Aligned Assessments to new CCR Oklahoma Academic Standards