

Comments from Teachers, Administrators, Special Populations and Postsecondary representatives during the Focus Groups on October 8 & 9

General Comments/Big Ideas from the Group –

1. Loved seeing the progression in the math standards
2. On standard 4 (ELA) how do you measure “appreciate”? Is there a different word that could be used that would be measurable? Also ties to Standard 8 “appreciate” is there as well. May want to add to glossary – recognized full worth?
3. ELA Standard has different format than world languages, you may want to look at comparison of modes.
4. ELA is consistent in progression and across grade level
5. Noticed that mathematics is longer than before but provides more detail so that is helpful.
6. CCOSA – double check the level of reading instruction at early stages – check language on ELA standards on Pre-K & K and the use of the term “reading”.
7. Like vertical format of math and that repetition in multiple grades (middle school grades) was removed.
8. Like the alignment to ACT standards
9. Like that ELA is looking at skills and content and no book list.
10. On ELA – on the writing side there is a phrase that students will have a “focus” on... would like to that on the reading side – “focus” ie. World cultures without listing books

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Note: Questions were combined based on similarities from each group.

1. What strategies did you use when looking at the standards? Did you compare us to other states and countries?
2. How do we (as the State of Oklahoma) align to states with top test scores and how did we prepare the new standards to better prepare are students (to perform at top levels)?
3. How can these standards connect to ELL?
4. If we are assessing students on these standards why do we need to also assess in in WIDA? (Federal requirement – unfortunately required.)
5. Will there be a glossary that goes with the standards?
6. Looking for a balance between reading & speaking – ELL students have different levels.
7. What do we use for standards after Algebra II?
8. What difference do you see between previous math standards and the new standards?
9. If you can do math but can't read, that is a problem in assessment – can that be considered during implementation?
10. Have you looked at student specific vocabulary per grade level?
11. How do you manage math jargon (in terms of ELL) for students?
12. Do you want to clarify that “this is what the student is doing” or is this the “standard of what the teacher is doing” – it changes the perspective when one is reading this. – Relevant when you are considering ELL students. How does that look in the implementation phase?
13. When the standards are approved and adopted or perhaps before they go to the legislature – have you considered developing a basic parents guide to better explain and expand buy in to the new standards? Help them

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understand what their students will be able to do at a mastery level to see the benefits is a very basic –non jargon- language.

14. Have you considered adding parent endorsements or parent group representations next to the listing of the Standards Committee/writing team? Something that would allow people to understand how many parents, business leaders, and others beyond educators have reviewed and commented on the standards – so they can see a change beyond the business as usual process in the development/approval of standards.
15. What is the OSDE response to the bad press that the standards have received to date?
16. Tier 1, 2, & 3 kids who need help – keeping them up-to-date on paperwork can be daunting. How are you building in/or considering assessments for these students?