



Recommendations for Oklahoma's College- and Career-Readiness Standards

EXECUTIVE SUMMARY

The Process

The State Chamber of Oklahoma and the Oklahoma Educated Workforce Initiative commissioned Dr. Schauna Findlay Relue, Director of Learning with Five-Star Technology Solutions and president of the Indiana Association for Supervision and Curriculum Development; and Janet Rummel, Chief Academic Officer of the Indiana Network of Independent Schools, to analyze Draft 3 and Draft 4 of the Oklahoma Standards and compile recommendations for Oklahoma's College- and Career-Readiness Standards, released September 14, 2015, and January 7, 2016, by the Oklahoma State Department of Education. Relue and Rummel have both previously been commissioned by other states to conduct reviews of draft state standards, as they are recognized as national standards and assessment experts. Both have served as members of the Indiana Department of Education and have testified numerous times regarding both the content and process of developing college- and career-readiness standards.

The first round of recommendations provided addressed gaps in content and skills necessary for students to be college- and career-ready as well as wording additions and clarifications which were intended to make the standards clearer. Many of these recommendations were incorporated into the fourth draft of the standards, and the standards were reformatted to provide easy vertical views of the standards. Additionally, a clear Grammar Supplement was added providing common definitions and examples of included grammar skills; College- and Career-Readiness Reading Levels were defined; and a useful Glossary and basic Genre Guidance resources were added.

The final review includes some additional recommendations to ensure clarity and to guarantee Oklahoma students have the skills to be college- and career-ready.

Measuring College- and Career-Readiness

While the Oklahoma Higher Education Regents certified that the current PASS standards meet the content and skills necessary for college- and career-readiness, it is important to note that that endorsement assumes students learn the standards to a proficiency level. While standards lay the foundation for curriculum and instruction, the standards must be assessed at the same level of rigor at which they are written, and students must demonstrate proficiency on those assessments in order to be considered academically college- and career-ready.

The Recommendations

There are just under 20 recommendations for the English Language Arts & Literacy Standards. In addition, there are recommendations for additional standards documents and resources recommended to

be developed to support teachers in implementing the standards. The recommendations below represent the full summary of revisions suggested to be made to the fourth draft of Oklahoma's College- and Career-Readiness Standards for English Language Arts:

English Language Arts & Literacy Standards

Resources to be Developed to Support the Standards:

- Create literacy standards for the content areas for grades 6-12. To be ready for college and careers, students must know how to read and write following the conventions of each discipline. Teachers of history and science are the most expert teachers to teach students how to read primary source documents and scientific texts, for example, and to teach them how to write in the various ways that are required in the disciplines. These disciplinary literacy standards should encompass all disciplines across a student's course of study.
- Add a comprehensive reading list for specific grades or grade bands which aligns to the qualitative and quantitative measures of text to illustrate "grade-level" reading. Provide guidance on text selections.
- Provide resources/links of recommended sites where current research-based fluency rates can be found and used to guide instruction.
- Provide student exemplar writing samples for each genre at each grade level with the task from which the samples were generated. Provide an annotated copy to identify specific elements of the state's rubric that is used to score essays. Ideally, provide samples from the continuum of the rubric.

Standard 1: Speaking and Listening

- Reading: Add a standard to grades 7-12 where "Students will delineate a speaker's argument and specific claims, evaluate reasoning and relevance and sufficiency of evidence, and analyze use of rhetoric and its impact."

Standard 2: Reading and Writing Processes

- Reading: In standard X.2.R.2 for grades 7-12, add "central idea(s) and key details." Texts become more complex after elementary and often have more than one main idea, so students need to find the central idea.

Standard 3: Critical Reading and Writing

Reading: Starting in Grade 7, add to standard X.3.R.1 and X.3.R.2, "...in grade-level or complex literary and/or informational text."

- Writing: Add the types of writing (format) the students should be expected to use when writing each genre by grade level, e.g., letter, essay, editorial, article, etc. Writing: Expand Narrative to include fiction, personal reflections, poetry, and scripts that allow students to demonstrate awareness of literary concepts and genres.
- Writing: Add a high school writing standard which teaches students how to write the kinds of college and career documents to open the door to their next step into the post-secondary world, e.g., "*Read and follow directions to complete an application for college admission, for a scholarship, or for employment.*"

Standard 4: Vocabulary

- Reading: In the upper elementary through grade 12, students should "Analyze the meanings of proverbs, adages, and idioms in context."
- Reading: Beginning in grade 7, add to standard X.4.R.1. "and analyze the impact of word choice on meaning and tone."
- Reading: Beginning in grade 7, students should "Interpret figures of speech in context and analyze their role in the text."

Standard 5: Language

- Reading: Prior to and continuing through high school, students should be asked to analyze the impact grammar, conventions, and rhetorical style has on meaning and tone.
- Reading: In grades 1-5, students are asked to “use” grammar. Explicitly state how they are to use it. For example, 3.5.R.1 states, “Students will use pronouns and possessive pronouns.” How will they use them in reading? Either consider a different verb such as recognize or consider adding a phrase that answers “in order to” or “so that.”
- Writing: Use of Standard American English is not explicitly stated until grade 10. While its use may be implied for earlier grades, it would be clearer to add this statement in preceding grades also.

Standard 6: Research

- Reading: Reword K.6.R.2 to eliminate redundant “to understand a text.” “Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.”
- Reading: Add examples at the end of 1.6.R.3 “Students will identify the location and purpose of various visual and text reference sources (e.g., . . .).”
- Reading: In 3.6.R.2, are students really supposed to “define the text,” or are they supposed to find information in the text? The standard current reads, “Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.”
Writing: 9.6.W.2 is missing “a viable research question” after “formulate.”

Standard 7: Multimodal Literacies

- Reading: In grades 9-12, students should analyze how people experience media messages based on point of view and culture; analyze the changing role of media and the impact of media in forming opinions on issues based on events; and analyze rhetorical and logical fallacies in media. Add a standard to address these skills.
- Writing: The standards should require students to work both independently and collaboratively on products. Products should be publicly shared with an authentic audience. Add standards to address these skills.

Standard 8: Independent Reading and Writing

- Reading: Add to the standards that students must read grade-level text with silent and oral fluency, and adjust when reading aloud based on the reading purpose and the nature of the text.

On page 99 under Sentence Structure, make bold “-complex” in Compound-complex.

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