Technical Assistance Response

Date: October 16, 2015

Subject: Alignment of Employability Skills Framework to Draft Oklahoma State Standards for English Language Arts and Mathematics

To: Cindy Koss, Deputy Superintendent for Academic Affairs and Planning
Oklahoma State Department of Education

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Overview

Oklahoma is revising its college- and career-ready (CCR) academic standards in English language arts (ELA) and mathematics. The South Central Comprehensive Center (SC3) requested assistance from the College and Career Readiness and Success Center (CCRS Center) to conduct a peer review of the second draft of the revised standards. Once Oklahoma reviewed the CCRS Center analysis, it requested a deeper look at the specific alignment between the CCR standards in ELA and mathematics to the Employability Skills Framework for Draft 3.

In the initial review, the CCRS Center conducted an in depth analyses of current academic standards to include a key area of practice in college and career readiness, and the extent to which the standards address college and career ready skills. Initially, CCRS Center staff conducted a side-by-side review of Oklahoma's standards and the Employability Skills Framework developed by the U.S. Department of Education.

Oklahoma requested a deeper review of its draft standards in comparison to four Employability Skills: Applied Academics, Critical Thinking, Information Use and Communication. This report reflects that request. A second report will share the findings regarding the other five Employability Skills.

Methodology

The CCRS Center reviewed the alignment of Employability Skills for two sets of Oklahoma standards:

- The draft of ELA standards for Grades PK–12
- The draft of mathematics standards for Grades PK–12, plus Pre-Algebra, Algebra I, Geometry and Algebra II standards, as well as a draft vertical alignment of these standards

Eight reviewers, four for mathematics and four for ELA, conducted the review. The CCRS Center selected this number of reviewers to build interrater reliability. Reviewers focused on whether the connections between the standards were explicit or implicit connections. Explicit connections were identified as ones that did not require an inference beyond the description. Implicit connections were identified as ones that may touch on the employability skills but required the reviewer to implement some inference judgment to make a connection. Reviewers then made a final determination as to whether or not each Employability Skill was addressed explicitly to a great, minimal or no extent. The reviews were conducted independently and then the data from each was synthesized and summarized into key findings by two CCRS content experts. A summary of the alignment crosswalk as well as a more detailed explanation of the alignment is provided below.

Summary of Alignment Crosswalk

Mathematics

Mathematics overall had a minimal to medium alignment. Many of the standards were connected implicitly to the Employability Skills. There were higher levels of alignment in Information Use and Critical Thinking, whereas there was weaker alignment in Communication and Applied Academics.

Standard	Minimal Alignment	Medium Alignment	Great Alignment
Pre-Algebra	**X**		
Algebra I		**X**	
Algebra II		**X**	
Geometry		**X**	

English Language Arts

Overall, ELA had a minimal to medium alignment. Some of the standards were connected more implicitly to the Employability Skills. There were higher levels of alignment in Information Use and Communication, whereas there was weaker alignment in Critical Thinking and Applied Academics.

Standards	Minimal Alignment	Medium Alignment	Great Alignment
9	**X**		
10		**X**	
11		**X**	
12		**X**	

Detailed Findings of Alignment Crosswalk

This section provides a narrative overview of key findings, including areas of strengths and opportunities for improvement to ensure Oklahoma ELA and math standards provide students the opportunity to learn the knowledge, skills, and practices needed to be ready for success in college and careers. Results are presented by content area, grade/course and Employability Skill.

Pre-Algebra

Overall, there is minimal alignment between the Pre-Algebra standards and the Employability Skills. Specifically, Communication, Applied Academics, and Critical Thinking have minimal alignment to Pre-Algebra, but Information Use has great alignment.

Pre-Algebra
Applied Academics
For word choices, try to add specifics when possible. For example, in Applied Academics, one could assume that "describe" and "explain" are intended to be in written form, but that is not explicitly stated. Also, there is no explicit explanation of where the real-world situations would come from, even though it might be assumed that reading about them would be required.
Critical Thinking
There are also several instances where language is implied; however, more explicit language could make the alignment with Employability Skills more robust. For example, thinking creatively, thinking critically, and making sound decisions are implicit in many of the standards. For example, PA.A.4.1 requires

Pre-Algebra
students to "model, write, and solve multistep linear equations with one variable to solve mathematical and real-world problems" (p. 123). Implicitly, students will have to think critically to assess the problem and take multiple steps to solve it. This standard, and many similar standards for Pre-Algebra, could be more explicit in its emphasis on critical thinking by asking students to evaluate the approach taken to solving the equation and considering the benefits of alternative approaches. Many of the benchmarks explicitly require students to justify their answers. However, justification does not necessarily lead to creative or critical thinking. Students are not explicitly encouraged to differentiate between multiple approaches and assess their options.
Information Use
The Pre-Algebra standards have two specific opportunities to more explicitly address the communication skills in the Information Use category of Employability Skills. Consider whether the mathematical benchmarks could address these skills more explicitly. For example, all benchmarks could state explicitly that students must locate, use, and communicate information.
Communication
The standard could benefit from more explicit language to ensure alignment. The standards for Pre-Algebra include extensive use of terms such as "recognize," "identify," "know," and "express" that implicitly require communication skills without reinforcing or enhancing these skills. Only 7.A.2 and PA.A.2 specifically identify verbal communication; however, in the context of the standard, it seems that written descriptions actually may be what are expected over verbal descriptions. More explicit uses of the skills, such as writing short responses to questions or organizing notes, are not provided. Consider including more Employability Skills that incorporate explicit oral, listening, and written communications skills. As written, the benchmarks make a few references to verbal and writing skills, as they largely ignore active listening, reading comprehension, and observation skills.

Algebra I

Overall, there is a mix of minimal alignment and great alignment between the Algebra I standards and the Employability Skills. Specifically, Communication and Applied Academics have minimal alignment to Algebra I, but Critical Thinking and Information Use have great alignment.

Algebra I
Applied Academics
Similar to Pre-Algebra, one could assume that references to real-world situations imply reading about the real-world situations and that references to "describing" or "explaining" results imply writing. However, these tasks also could be accomplished through speaking and listening; therefore, reading and writing are not guaranteed. The standards could be modified slightly to include statements related to reading about the context and explaining results in written form.
Critical Thinking
The Algebra I standards explicitly emphasize thinking critically, solving problems, providing reasons,

Algebra I
and planning and organizing. Many examples are evident in the standards, including A1.A.1.1, which require students to solve multistep equations and interpret the solutions in the original context. The standard could be enhanced by suggesting long-term projects or classroom activities. Although there are several references to "interpret the solution in the original context," it is not clear from the standards how this phrase is similar to skills such as assessing a problem, converging on an answer, or debating. Consider adding more opportunities for students to analyze a problem and then justify their answer. Further, consider adjusting standards to allow for differentiating between multiple approaches and assessing options ("make sound decisions"). An example of this is A1.F.2.2.
Information Use
Also, as with Pre-Algebra, there may be two specific opportunities for the Algebra standards to address more explicitly the communication skills in the Information Use category of Employability Skills through the mathematical benchmarks. These benchmarks could address more explicitly these skills.
Communication
The greatest alignment between the standards and Communication skills occurs when the benchmarks instruct students to write their answers and the ways in which functions must be displayed. Several standards refer to explaining solutions in the context, so it is assumed that either writing or verbal communication also would be required; however, only A2.D.2 specifically mentions explaining an argument. It is not known whether this is expected verbally or in written form. When discussing communication, the Algebra I standards are largely silent. The standards and benchmarks include several uses of the term "interpret the solutions" (A1.A.1.1, A1.A.1.2, A1.A.1.3, A1.A.2.1, A1.A.2.2, and A1.A.2.3); however, this phrase could be interpreted as implying communication skills rather than being explicit. Several benchmarks also imply a student's ability to "comprehend written materials" or "convey information" in writing but do not provide more specific examples of how students could demonstrate these skills. For example, A1.F.1.4 requires students to model the standard "read and interpret the linear piecewise function." The benchmark could go further by listing the importance of following written instruction, demonstration writing skills by developing a presentation incorporating the benchmark, or through other, more explicit approaches. The Algebra I standards do not explicitly list verbal, listening, or observation skills.

Algebra II

Overall, there is a mix of minimal alignment, medium alignment, and great alignment between the Algebra II standards and the Employability Skills. Specifically, Communication and Applied Academics have minimal alignment to Algebra II, but Critical Thinking has medium alignment and Information Use has great alignment.

Algebra II
Applied Academics
As with Pre-Algebra and Algebra I, one could assume that references to real-world situations imply reading about the real-world situations, and that references to describing or explaining results imply writing. However, these tasks also could be accomplished through speaking and listening; therefore, reading and writing are not guaranteed. The standards could be modified slightly to include statements

Algebra II
related to reading about the context and explaining results in written form.
Critical Thinking
The standards are explicit in their use of reasoning to interpret solutions. For example, A2.A.10 requires students to "assess the reasonableness of a solution in its given context and compare the solution to appropriate graphical or numerical estimates." References to using various methods also are embedded throughout the standards. This could be interpreted as an implicit reference to "thinks critically"; however, there is space to emphasize these skills further. For example, A2.D.1.1 suggests students should "[r]ecognize that there are data sets for which such a procedure is appropriate." Critical thinking could be emphasized by replacing the act of recognizing with opportunities to assess, debate, and understand the appropriateness of a procedure. Modifying standards similar to A2.D.2.2 would closer align the standards for Algebra II with Critical Thinking, including A2.A.1.8, A2.F.1.2, A2.F.1.3, A2.F.1.4, A2.F.1.6, and A2.F.1.7. Finally, making sound decisions is not as explicit as it could be, and inserting the assessment of these approaches into the standard could better align with the Employability Skills. For example A2.F.1.4 asks students to "recognize exponential decay and growth graphically and algebraically." By emphasizing the assessment of various approaches and in which situations approaches may be preferred, the standards could align further with Critical Thinking.
Information Use
Most of the Information Use skills are addressed explicitly in the Algebra II standards. *Note that benchmark A2.N.1.2 reads "simply, add, subtract." Should it read "simplify" instead of "simply"?
Communication
There are numerous references to solving real-world problems that could imply the use of reading comprehension, listing, and observation skills, however, only A2.D.2 specifically mentions reading a report. For most standards, this alignment is implicit and lacks guidance on how teachers could better align Communication Skills through their lessons. Consider providing more explicit examples of how projects could be designed to incorporate written and oral presentation skills that incorporate specific standards and benchmarks. Also, in several instances, the standards and benchmarks require students to know concepts that could be demonstrated through written or oral presentations. For example, A2.F.2.3, requires students to "know the graphs are reflected in the line y=x." Other similar terms to seek out include "recognize" and "understand." By explicitly requiring students to demonstration knowledge, the standards could better align with Communication skills.

Geometry

Overall, there is a mix of minimal alignment, medium alignment, and great alignment between the Geometry standards and the Employability Skills. Specifically, Communication and Applied Academics have minimal alignment to Geometry, but Critical Thinking has medium alignment and Information Use has great alignment.

Geometry
Applied Academics
It is unclear whether "verify" means writing a two-column, paragraph, flowchart, or illustration proof. If it does, then writing is more supported than indicated here.
Critical Thinking
The standards for Geometry emphasize the use of logic to solve problems. For example, G.TL.1.2 explicitly lists use of if-then statements, which aligns with "reasons," but G.RL.1.3 emphasizes use of counterexamples to disprove a statement, which is in alignment with "thinks critically." Many references to solving real-world challenges are presented throughout the standards. These references rarely provide opportunities for students to "think creatively" by suggesting open-ended tasks or projects. The standards list geometric shapes and concepts that should be learned and offers a few suggestions for tools or resources. See G.3D.1.1 as an example. The connection to thinking creatively is implicit; consider offering more options to use the geometric concepts in creative settings.
Information Use
Information Use is addressed explicitly in the Geometry standards.
Communication
In order for the real-world contexts to be known, it is assumed that they must be read; however, only G.RL.1 specifically mentions formal statements and arguments, which must be read. G.RL.1 also references evaluating arguments and explaining, but it is not known if this is expected verbally or in written form. G.2D.1 requires the use of written proofs so extensively that the course is identified as having the writing standard incorporated to a great extent. The use of writing skills is explicit in the Geometry standards. For example, students are required to "express proofs in a form that clearly justifies the reasoning, such as two-column proofs, flow charts or illustrations," (G.2D.1). The standards require students to both comprehend written material and present their responses in writing. This standard could be enhanced by requiring students to prepare written proofs as part of presentations, reports, and posters. In addition, the references to solving real-world problems imply the use of reading comprehension. This connection could be more explicit by including statements about interpreting written problems and presenting findings through written or oral presentations. References to oral and verbal or listening and similar Communication skills are not included in the Geometry standards or benchmarks.

Grade 9 ELA
Applied Academics
The ninth-grade writing standards connect explicitly to the expectations outlined in the Employability Skills. There is a gap in the alignment between the ELA reading expectations and the expectations in the Employability Skills. The reading expectations in the Employability Skills focus more on asking students to engage in technical reading; this was not reflected in the ninth-grade ELA standards. There was one implicit connection to the scientific principles and procedures (4.9.W.3.A), but overall, there is a gap in

Grade 9 ELA
the connections between the ninth-grade ELA standards and the expectations for students to understand "mathematics strategies and procedures" and "scientific principles and procedures." It is assumed that there are connections to both of those areas in the mathematics and science standards, but this is an opportunity to make cross-curricular connections between disciplines.
Critical Thinking
There were not many connections to the Critical Thinking skills outlined in the Employability Skills framework and ninth-grade ELA standards. Two standards implicitly connect to the Critical Thinking skills: 1.9.W.1 and 4.9.W.3.A connect implicitly to "thinks creatively" and "plans and organizes." No connections were identified in the areas of "thinks critically," "makes sound decisions," "solves problems," and "reasons," in the remaining standards. When reviewing the current draft of the ELA standards, there is an opportunity to identify places to incorporate these skills into the ninth-grade standards.
Information Use
There was a fairly strong explicit and implicit connection between the reading and writing components of the ELA and the Information Use skills "locates," "analyzes," and "communicates." For instance, a clear explicit connection in "locates" is 2.9.R.1: "students will apply close reading strategies to grade-level literary and informational texts to create and compare possible meanings." At least seven instances of explicit connections were found in these three areas. There were even more implicit connections in these three areas and in the skill area of "use." For instance, 7.9.W.1 states that "students will create multimodal content to engage specific audiences" The "communicate" skill asks students to "summarize information to compose written or oral presentations, posters, reports or slides." There is an implicit connection between asking students to create presentations and setting forth expectations for the actual content and structure of the presentations. This is an example of how exploring the implicit connections between the Employability Skills and the Oklahoma standards could be used to add clarity to the standards. There were no explicit or implicit connections identified with the "organizes" skill, which focuses on asking students to use graphic organizers to sort information. This may come earlier in the standards but also could be highlighted as an instructional strategy to support implementation of the standards.
Communication
There were some explicit connections regarding Communication skills, with a few implicit connections to the areas of "communicates verbally," "listens actively," "comprehends written material" and "conveys information in writing." The one explicit connection in this area was 1.9.R.3—"students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups and whole class settings"—which connects directly to the "Observes Carefully" Employability Skill that focuses on asking student to "interpret verbal and nonverbal communication efforts of others…"." ELA standards 1.9.R.1, 1.9.R.2, and 1.9.W.1 do implicitly address many of the components of this skill area.

Grade 10 ELA
Applied Academics

Grade 10 ELA
There are strong explicit and implicit connections to "writing skills" in the 10th-grade ELA standards. There are limited connections to the reading skills, and there is one implicit connection to "scientific principles and procedures" but no connections to "mathematical strategies and procedures." This can be used as an opportunity to integrate analysis of procedures and constructing processes into the ELA standards as a way to ensure students can identify the cross-curricular connections and engage in real-world contexts using these skills.
Critical Thinking
The Critical Thinking skills are not explicit in the 10th-grade ELA standards. There are a few implicit connections (1.10.W.1 and 4.10.W.3.A). The remaining standards are opportunities to include Employability Skills such as "thinks creatively," thinks critically," "makes sound decisions," "solves problems," "reasons," and "plans and organizes" in instructional practices.
Information Use
There are many explicit and implicit connections to the Information Use skills in the 10th-grade ELA standards. There are strong explicit connections in the "locate" and "analyze" skill areas. One example of an explicit connection to "locate" is standard 6.10.R.2: "Students will evaluate, select and synthesize the most relevant resources from both primary and secondary sources." Two areas where no connections were identified are in the "organizes" and "uses" areas. In reviewing these skills, they may be addressed in instructional practices, particularly in how educators engage students in using graphic organizers and classifying information strategies.
Communication
There are many implicit connections to the Communication skills in the 10th-grade ELA standards. For instance, in order for students to "comprehend written material," they must be able to "select appropriate texts for specific purposes and read independently for extended periods of time" (8.10.R.1). There are implicit connections for each Communication skill. As the 10th-grade standards are reviewed, this may be an opportunity to discuss how to more explicitly incorporate Communication skills into the standards. One example would be to reflect where in the standards students can be asked to "interpret the communication efforts of others."

Grade 11 ELA
Applied Academics
The 11th-grade writing standards clearly have strong implicit and explicit connections to "writing skills." There are few connections to "reading skills," which focus on technical reading and interpretation. When reviewing the standards, there may be opportunities to incorporate more connections to engage students with technical texts. There are implicit connections to "scientific principles and procedures," but no connections were identified in relation to "mathematics strategies and procedures."
Critical Thinking
There are many implicit connections to Critical Thinking skills. For instance, standard 4.11.R.3.B—

Grade 11 ELA
"students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources and by synthesizing ideas found in multiple texts"—is connected implicitly to the "thinks critically" skill area. Students are expected to be able to engage in analytical and strategic thinking, and asking students to make inferences is emphasizing analytical thinking. No connections were identified in the areas of "make sound decisions" and "solves problems." When reviewing the standards, there is an opportunity to think about how to better incorporate asking students to assess options and problems.
Information Use
The 11th-grade ELA standards explicitly and implicitly incorporate many of the Information Use skills. There are explicit and implicit connections to the "locate" and "analyze" skill areas. For instance, standard 1.11.R.2, which asks students to "ask and answer clarifying questions, evaluate, analyze, and synthesize information presented orally, through text or other media," connects directly to the "analyze" skill area. No alignment was identified in the "organizes" and "uses" areas.
Communication
There is evidence of implicit connections to the Communication skills in the 11th-grade ELA standards. For example, standard 3.11.W.1 states that "students will produce writing that incorporates figurative language, idioms analogies, allusions, and word choice to expand on ideas to achieve a desired effect" and implicitly connects to "conveys information in writing." The two areas where no connections were identified in the areas of "listens actively" and "observes carefully." This may be an opportunity to incorporate listening and observing more explicitly into the ELA standards.

Grade 12 ELA
Applied Academics
There are many implicit connections between the 12th-grade ELA standards and Applied Academics in the areas of "reading skills," "writing skills," and "scientific principles and procedures." A few explicit connections were identified in "reading skills" and "writing skills." No connections were identified in "mathematics strategies and procedures."
Critical Thinking
Students are implicitly asked to "think critically" in the 12th-grade ELA standards. For example, standard 4.12.R.3—"students will apply a variety of interpretive strategies to differentiate and evaluate possible meanings of grade level literary and informational texts"—is connected to asking students to think analytically and strategically, as outlined in the "thinks critically" skill set of the Employability Skills Framework. There are some gaps in the areas of "thinks creatively," "makes sound decisions," "solves problems," and "reasons."
Information Use
There are explicit connections in the areas of "analyzes" and "communicates" in the Grade 12 ELA standards. For instance, standard 1.12.R.2 asks students to "ask and answer clarifying questions, evaluate, analyze and synthesize information presented orally, through text or other media" which connects directly

Grade 12 ELA
to the "analyzes" skills of the Employability Skills Framework. There are implicit connections in the "locates" and "communicates" areas. No connections were identified in the areas of "organizes" or "uses."
Communication
There are many implicit connections between the 12th-grade ELA standards and the Communication skills of the Employability Skills Framework. One example: Standard 5.12.W.2 asks students to "compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas." Students must be able to do this in order to convey information in writing as asked in the framework. All of the Employability Skills in this area were covered implicitly by the 12th-grade ELA standards.

Conclusion

The information in this memo provides an alignment review of Oklahoma's ELA and mathematics standards and the Employability Skills Framework. The CCRS Center considered the extent to which the standards reflected the skills using the current language provided and provided recommendations to further strengthen the standards for stronger alignment. The next phase of this technical assistance support will include conducting a similar review for the remaining employability skills, including: interpersonal, personal, resource management, systems thinking, and technology use

As always, please let us know if you have any questions about the information provided in this memo or would like to discuss in more detail on the phone.

Thanks,

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Grade_____ **Content Area_____** **Reviewer_____**

Appendix A. Employability Skills Crosswalk: Applied Academics

Employability Skills in This Category	Alignment to State College and Career Readiness Standards		Extent This Employability Skill is Explicitly Included in the Student Standard (Check One)		
	Explicit *(do not require an inference beyond the description)*	**Implicit** *(can touch on the skills but require the reviewer to implement some reference judgement to make a connection)*	**Great**	**Minimal**	**None**
Reading Skills: Students interpret written instructions or project directions and constructing responses, interpreting technical language, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.					
Writing Skills: Students rely on writing skills to construct lab reports, posters, and presentation materials; take notes; and compose responses to essay questions.					
Mathematics Strategies and Procedures: Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. These skills occur in real-world contexts that integrate academic skills in authentic situations in all classes, including mathematics, science, language arts, and social sciences.					
Scientific Principles and Procedures: Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"), and construct processes to complete a task. This work can occur outside of mathematics and science classes					
Guidance or Recommendations for Oklahoma:					

Grade_____ **Content Area_____** **Reviewer_____**

Appendix B: Employability Skills Crosswalk: Critical Thinking

Employability Skills in This Category	Alignment to State College and Career Readiness Standards		Extent This Employability Skill is Explicitly Included in the Student Standard (Check One)		
	Explicit	**Implicit**	**Great**	**Minimal**	**None**
Thinks Creatively: Students create innovative and novel ideas or solutions and display divergent thinking. This thinking can be seen in oral presentations, creative-writing assignments, open-ended tasks, and project design.					
Thinks Critically: Students display analytical and strategic thinking. This thinking can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (e.g., playing devil's advocate).					
Makes Sound Decisions: Students differentiate between multiple approaches and assess options.					
Solves Problems: Students assess problems involving the use of available resources (i.e., personnel and materials) and review multiple strategies for resolving problems.					
Reasons: Students negotiate pros and cons of ideas, approaches, and solutions and analyze options using an "if-then" rationale.					
Plans and Organizes: Students plan steps, procedures, or approaches for addressing tasks. This planning occurs naturally in most assignments, ranging from solving one problem to completing a long-term projects in mathematics and science classes.					
Guidance or Recommendations for Oklahoma:					

Grade_____ **Content Area_____** **Reviewer_____**

Appendix C: Employability Skills Crosswalk: Information Use

Employability Skills in This Category	Alignment to State College and Career Readiness Standards		Extent This Employability Skill is Explicitly Included in the Student Standard (Check One)		
	Explicit	**Implicit**	**Great**	**Minimal**	**None**
Locates: Students use analytical strategies to determine the best medium for finding necessary information.					
Organizes: Students use any graphic organizer (e.g., outline, concept map, organization charts or tables) to sort information or data.					
Uses: Students use classification and analytic skills to determine the necessary information to complete task.					
Analyzes: Students assess information to determine which is relevant (does not have to be a mathematical analysis).					
Communicates: Students summarize information to compose written or oral presentations, posters, reports, or slides. This work also can be as simple as a student explaining a problem in front of the class.					
Guidance or Recommendations for Oklahoma:					

Grade_____ **Content Area_____** **Reviewer_____**

Appendix D: Employability Skills Crosswalk: Communication

Employability Skills in This Category	Alignment to State College and Career Readiness Standards		Extent This Employability Skill is Explicitly Included in the Student Standard (Check One)		
	Explicit	Implicit	Great	Minimal	None
Communicates Verbally: Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.					
Listens Actively: Students are noticeably engaged through note-taking, questioning, and responding. They respond well to constructive feedback and are able to adapt accordingly.					
Comprehends Written Material: Students use or demonstrate reading skills by following written instructions or project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.					
Conveys Information in Writing: Students rely on writing skills to organize lab reports, posters, and presentation materials and to take notes and reply to essay questions.					
Observes Carefully: Students interpret verbal and nonverbal communication efforts of others and follow and take directions from teachers or peers.					
Guidance or Recommendations for Oklahoma:					