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OKLAHOMA STATE DEPARTMENT *of* EDUCATION

## MEMORANDUM

**TO:** The Honorable Members of the State Board of Education

**FROM:** Joy Hofmeister

**DATE:** December 17, 2015

**SUBJECT:** Administrative Rule Promulgation

The State Board of Education will be taking action at the December meeting on the following administrative rule amendments, pursuant to the *Oklahoma Administrative Procedures Act*, 75 O.S. § 250 *et seq.*:

Title 210. State Department of Education  
Chapter 10. School Administration and Instructional Services  
Subchapter 1. General Provisions  
**210:10-1-13. Educational services for children in residential care, treatment, or emergency shelter facilities [AMENDED]**

The amendments to 210:10-1-13 update the rule pursuant to statutory changes. House Bill 2069 (2015) amended the school district residency statute (70 O.S. § 1-113) to provide that a foster parent may choose among three options for a foster child's district of residence: the location of the current foster home, the location of the child's previous foster home, or the child's district of residence before being placed in foster care. The rule is updated to reflect these options and another statutory change, which extends the timeframe when the district of residence must be notified of a child's admittance to a facility from "within 7 days of admittance" to "within 11 days of admittance".

Title 210. State Department of Education  
Chapter 15. Curriculum and Instruction  
Subchapter 3. Priority Academic Student Skills  
Part 15. Oklahoma Standards for World Languages  
**210:15-3-133 through 210:15-3-137 [REVOKED]**

This is the permanent version of an emergency revocation of the former World Languages standards, approved by this Board and the Governor earlier this fall. The Oklahoma Standards for World Languages were revised as scheduled in 2015 under the new approval procedure established by HB 3399. Now that the new standards have received legislative approval and been codified under new rule sections, the superseded former standards must be revoked to update the code.

Title 210. State Department of Education

Chapter 20. Staff

Subchapter 27. Support Personnel

**210:20-27-1. Support personnel; reporting requirements [AMENDED]**

The rule governing school district reporting requirements for support personnel is updated to incorporate changes made earlier this year to the reporting dates and report titles in the certified personnel rule. The list of required report elements for support personnel is also simplified.

Title 210. State Department of Education

Chapter 25. Finance

Subchapter 3. Funding Criteria

**210:25-3-4. Personnel [AMENDED]**

This is the permanent version of an emergency rule currently in effect, which was approved by this Board and the Governor earlier this fall. The emergency amendment eliminated unclear language regarding statewide virtual charter school teachers' eligibility for years-of-service credit.

Title 210. State Department of Education

Chapter 25. Finance

Subchapter 7. Classification of financial transactions

**210:25-7-1. Oklahoma Cost Accounting System [AMENDED]**

The rule governing the Oklahoma Cost Accounting System (OCAS) must be updated to reflect changes to federal regulations and guidance. The definition for "Equipment" currently includes an acquisition cost of at least \$2,500, which is amended to \$5,000 to reflect a revised dollar amount in the Code of Federal Regulations definition. A reference to an outdated handbook is also updated, and a statement is added referring to the availability of the OCAS manual on the State Department of Education website.

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES  
SUBCHAPTER 1. GENERAL PROVISIONS**

**210:10-1-13. Educational services for children in residential care, treatment, or emergency shelter facilities**

- (a) **Purpose.** These policies are for the purpose of establishing standards for the educational services for children placed in facilities which exist for the purpose of providing residential care, treatment (24-hour residential) or emergency shelter care.
- (b) **Facilities licensing/approval.** The facilities should be licensed or approved by the appropriate oversight state agency (i.e., Department of Human Services, Office of Juvenile Affairs, Department of Health, and Department of Mental Health and Substance Abuse Services). Such residential care or treatment facilities as juvenile detention centers, group homes, and emergency youth shelters will be included for these programs.
- (c) **Residency.** Student residency shall be determined by application of 70 O.S. § 1-113:
- (1) Children placed in facilities such as an orphanage, eleemosynary (charitable) child care facility, in which a child is placed by the parent or guardian for full time residential care and attend a district school by joint agreement of the district or facility and are not placed in a facility through a state contract, are residents for school purposes of the school district where the facility is located. [70 O.S. Supp. 1998, 1-113]
  - (2) Children placed in facilities which are state operated institutions or who are temporarily in state-licensed or operated emergency shelters are residents for school purposes of the school district where the facility is located. [70 O.S. Supp. 1998, 1-113]
  - (3) Children placed in a foster home, as defined at 10 O.S. § 402, except a therapeutic foster home or a specialized foster home voluntary placement, by the person or agency having legal custody pursuant to court order or by a state agency having legal custody are residents for school purposes of the school district where the foster home is located. If the foster parent has requested that the residence of the foster child for school purposes be the school district in which the child resided prior to being placed in foster care, or the school district in which the child's previous foster family home is located, the district selected by the foster parent shall be the child's district of residence. [70 O.S. Supp. 1998, 1-113]
  - (4) For youth who are placed in juvenile detention facilities , the district of residence for school purposes shall be the school district in which the parents, guardians, or person having legal custody holds legal residence. [70 O.S. Supp. 1998, 1-113]
  - (5) When a child does not meet the criteria for residency provided in 70 O.S. Supp. 1998, § 1-113, subsection A, and is placed in a residential care facility or treatment program or center, including J.D. McCarty Center (63 O.S. § 485.1), which is out of the child's home and not in the school district in which the child legally resides, the facility or program shall, if the child contends he or she resides in a district other than the district where the facility or program is located, within seven (7)eleven (11) days of admittance, notify the district in which the out-of-home placement or treatment is located of the admittance.
- (d) **Contractual agreement for educational services.** A contractual agreement for the provision of educational services will be developed and signed by the chief executive officer of each agency or organization, or by the chairman of the governing board or board of directors of each licensed public or private agency, operating or supervision of residential care, treatment, or emergency shelter facilities.

(1) Each individual or entity operating a residential facility or treatment program which requires provision of educational services from the school district, shall notify the local board of education of its anticipated educational needs, prior to location in a school district. No school district shall be required to provide educational services for residents of the facility or participants in the program until at least sixty (60) calendar days have elapsed from the time in which the local board of education was initially notified of the need unless the school district so agrees to provide the educational services sooner. [70 O.S. Supp. 1998, 1-113]

(2) Pursuant to 10A O.S. § 2-7-305, Anyany state agency, letting grants or contracts for residential care or treatment facilities for children shall require, as a condition of grants or contracts, documented assurance of appropriate provision of educational services. [10 O.S. § 607 (C)]

(3) The contractual agreement for educational services shall include the following as a minimum:

(A) Teacher certification requirements: Teachers shall be appropriately certified by the Oklahoma State Department of Education. For teacher certification purposes Pursuant to 70 O.S. § 1210.567, a certified teacher who is qualified to teach in an accredited school district's educational services for a residential care or treatment facility may teach subjects in which the teacher does not hold certification. This shall only be valid upon application of a school district, offering on-site educational services in a residential or treatment facility, and approved by the State Department of Education, only for those purposes. [70 O.S. Supp. 1996, 1210.567] The application for Accreditation or amended application shall serve as the district's application for these purposes. Original copies of the application and teacher certificates shall be on file at the school district administration office and copies maintained at the building site level.

(B) Number of hours taught: The State Department of Education shall authorize, upon application by a school district, an abbreviated day schedule for the education provided for students in a residential care or treatment facility located within the district. [70 O.S. Supp. 1996, 1210.567] The Application for Accreditation or amended application shall serve as the district's application for these purposes. Education services available shall be provided to children/youth no later than the tenth school day of admittance. Exception will be for cause in the interest of the child and documentation by recommendations of the attending licensed psychologists, psychiatrists, or physicians on the residential care or treatment staff.

(C) Adequacy of facilities: The residential care, treatment, or emergency shelter facilities shall provide and maintain areas appropriate for the school district to conduct the educational program pursuant to contractual agreement and shall be responsible for all services and costs associated with such services which are not directly related to education. Relevant safety and health standards shall be followed. Such facilities shall meet the accreditation standards of the State Board of Education for educational services and shall meet other existing standards which apply to facilities of residential care, treatment, or emergency shelter programs.

(D) Educational plans, including plans for transition in to regular school setting: Education plans for students shall describe the appropriate curriculum, instructional time, and setting for each child. The child should receive instruction in an appropriate setting based on the individual educational needs of the child and should progress toward a full school day (six hours) program.

(4) The State Department of Education shall provide a sample contract with standard or uniform provisions for use by school districts which provide education to students in such facilities or programs. Provision in the contract shall be designed to ensure an appropriate education to which a student is entitled in the most cost-efficient manner to the responsible school district and shall allow for local flexibility in funding and education arrangements. The cost for related services, therapies, treatments, or support services for eligible students shall be the responsibility of the facility unless otherwise agreed by the contractual parties or as otherwise specified in the IEP. Otherwise valid obligations to provide or pay for such services, such as Medicaid, shall remain in effect for children who are eligible from sources other than the school district. [70 O.S. Supp. 1998, 1-113]

**(e) Educational plans for residential care, treatment facilities, or emergency shelter facilities.**

(1) Each child/youth shall have his/her educational needs reviewed within five school days by a team of professionals to determine the educational needs of the student and to develop an educational plan which is consistent with state and federal laws and regulations. The education plan shall work toward integration of the student into the receiving school district.

(2) The professional team for the educational plan shall include a teacher or an appropriately qualified educator representative and be under the direction of personnel of the school district. A procedure must exist to permit team members to communicate their recommendations and other relevant information to the facility staff on a regular basis.

(3) The educational plan shall be periodically reviewed and adjustments by the professional team made to ensure that the child is receiving appropriate educational opportunities at all times.

(4) The educational plan shall describe the appropriate curriculum, instructional time, and setting for the child/youth. The child should receive instruction in an appropriate educational setting based on individual educational needs and should progress toward a full school day (six hours) program. The student's current grade level and/or ability should be considered.

(5) The educational plan shall be implemented within ten days of enrollment.

(6) The educational plans and educational services shall be provided under the supervision of a school district administrator.

(7) The educational plan and individual student records for the educational services shall be maintained by the school district with proper protections for disclosure, including a procedure for expeditious exchange of education records to properly authorized persons, in accordance with the Family Education Rights and Privacy Act, and other relevant state and federal laws.

(8) The educational plan shall be implemented in accordance with any procedural safeguards for eligible children with disabilities who require Individualized Education Programs (IEPs) under the Individuals with Disabilities Education Act (IDEA). The eligible student's school district of residence shall be notified immediately by the providing district upon finding that the eligible student requires special education and related services and notified as to the time, date and location of meetings for the purpose of planning the student's IEP and subsequent reviews. The facility may have a representative present at the IEP conference to advise the IEP team of any concerns or information the facility has to offer regarding the eligible student's educational needs and eligibility for related services. The facility and the providing district shall coordinate with the eligible student's school district of residence as necessary for the development of the IEP. [70 O.S. Supp. 1998, 1-113]

(9) Teachers shall be assigned for provision of educational services in accordance with the appropriate class size and teacher/student ratio.

(10) The facility shall provide assistance in severe, disruptive situations and will provide supervision of out-of-classroom suspension, time-out, and detention during school and, when requested by the assigned education personnel, will intervene in matters of discipline, unless otherwise agreed to in the contract.

(f) **State licensed or operated emergency shelters.** The local school district is not required to enter into a contract with a residential care, treatment, or emergency shelter unless it is state licensed or state operated.

(g) **Education to Students in Jail.**

(1) Each school district in the state with a city, county, or state jail within the district's boundaries shall designate an employee or employees of the school district who will be responsible for overseeing the educational services to eligible juveniles identified by the facility. While incarcerated in a jail, the student shall be considered a resident of the school district where the jail is located.

(2) Once an employee is designated by the school district that person shall immediately contact the individual in charge of the operation of the jail or jails within the boundaries of the school district and provide them with information regarding the requirements of this rule.

(3) When a school district receives notification of the need for educational services from a facility incarcerating a juvenile, the school district shall provide the juvenile with an appropriate education plan designed for the possible reintegration of the student into school, which must include the core subjects. The education plan contemplated by this rule corresponds to the education plan referenced in the Oklahoma School Laws at 70 O.S. § 24-101.3(D) for students suspended from school. A copy of the education plan developed by the school district shall be provided to the facility and to the juvenile and a copy shall be kept on file by the school district. For purposes of this rule the core units shall consist of English, Math, Science, Social Studies, and Art units required by the State Board of Education.

(4) The education plan shall set out the procedure the school district and the facility will utilize for the provision of educational services to the juvenile and will address academic credit for work satisfactorily completed. These procedures and requirements apply to facilities which do not have in place, on the effective date of this rule, a plan for educational services of incarcerated juveniles.

(5) The provisions of residency law at 70 O.S. § 1-113 addressing responsibility for educational services to juveniles in facilities located within the boundaries of the school district prevail over the requirements set forth in this rule.

(h) **Accreditation standards monitoring.** The educational program of each school district providing educational services for students placed in a facility located in the school district shall be monitored by the State Department of Education. The department shall determine if the educational program is in compliance with State Board of Education regulations. The recommended accreditation status shall be reported to the State Board of Education.

## RULE IMPACT STATEMENT

### TITLE 210. STATE DEPARTMENT OF EDUCATION CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES SUBCHAPTER 1. GENERAL PROVISIONS

- a. **What is the purpose of the proposed rule change?**  
The proposed amendments to 210:10-1-13 update the rule in accordance with statutory changes. House Bill 2069 (2015) amended the residency statute at 70 O.S. § 1-113 to provide that a foster parent may choose among three options for a foster child's district of residence: the location of the current foster home, the location of the child's previous foster home, and the child's district of residence before being placed in foster care. The rule is updated to reflect these options and another statutory change, which extends the timeframe when the district of residence must be notified of a child's admittance to a facility from "within 7 days of admittance" to "within 11 days of admittance".
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**  
The proposed changes will affect children in foster care, their foster parents, and the school district(s) they attend.
- c. **What classes of persons will benefit from the proposed rule change?**  
The proposed changes will benefit children in foster care, their foster parents, and the school district(s) they attend.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**  
The agency does not anticipate any economic impact upon affected classes of persons or political subdivisions as a result of implementation of the proposed rule change at this time.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**  
The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**  
The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**  
The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**  
No.

- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

- k. **Date Prepared:** October 2, 2015

**STATUTORY LANGUAGE REQUIRING AMENDMENTS TO 210:10-1-13**

**Oklahoma Statutes**

**Title 70. Schools**

**Chapter 1 - School Code of 1971**

**Article I - Scope, Organization, and Definitions**

**Section 1-113 - Determination of Child's Residence**

A. When used in this section, the residence of any child for school purposes shall be:

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2. The foster family home, as defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes, except a therapeutic foster family home or a specialized foster home where a child is in voluntary placement as defined in subsection D of this section, in which the child has been placed:

- a. by the person or agency having legal custody of the child pursuant to a court order, or
- b. by a state agency having legal custody of the child pursuant to the provisions of Title 10A of the Oklahoma Statutes.

Upon request of the foster parent, the residence of a child in foster care for school purposes may be changed to the school district in which the child resided prior to being placed in foster care or the school district in which the previous foster family home of the child is located

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D. When a child does not meet the criteria for residency provided in subsection A of this section and is placed in any of the following entities which is out of the home of the child and not in the school district in which the child legally resides:

- 1. A residential facility;
- 2. A treatment program or center, including the facility operated pursuant to Section 485.1 of Title 63 of the Oklahoma Statutes;
- 3. A therapeutic foster family home as defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes;
- 4. A specialized foster home, which is a specialized foster home or an agency-contracted home under the supervision of and certified as meeting the standards set by the Department of Human Services and is funded through the Department of Human Services Home and Community-Based Waiver Services Program; or
- 5. An acute psychiatric care facility,

the entity shall, if the child contends he or she resides in a school district other than the district where the entity is located, within eleven (11) days of admittance, notify the school district in which the entity is located of the admittance.

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 15. CURRICULUM AND INSTRUCTION  
SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS  
PART 15. OKLAHOMA STANDARDS FOR WORLD LANGUAGES**

**210:15-3-133. Overview**

~~(a) The Oklahoma State Board of Education has identified the study of languages (foreign, Native American, American Sign Language) as core curriculum along with science, mathematics, social studies, language arts, and the arts (visual art and general music). All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. THE STATE SCHOOL LAWS OF OKLAHOMA 2001 state "Students must learn about cultures and environments—their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science." (70 O.S. § 11-103.6)~~

~~(b) The content standards for language learning included in this document are based on an instructional program in world languages other than English for all students, beginning in kindergarten and continuing through 12th grade. These standards reflect the latest research in the field of second language instruction as presented in the profession's national standards document, STANDARDS FOR FOREIGN LANGUAGE LEARNING: PREPARING FOR THE 21ST CENTURY. As in the national standards, there are five overarching goals in Oklahoma's curriculum framework: communication, cultures, connections, comparisons, and communities. With communication and culture as the cornerstone for all language learning, the state's goal is for all Oklahoma students to learn "how, when, and why to say what to whom" in a language other than English (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p.11).~~

~~(c) LANGUAGES AWARENESS (Grades K-3) is to be a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own. Districts will implement an exploratory program that will expose the student to several languages and cultures. The goal of this program model is to learn about language(s) and culture(s), and is not intended to lead to any proficiency in the language(s) studied. The student may be exposed to several languages and cultures.~~

~~(d) In addition to the required language(s) awareness program, districts may choose to start a sequential, articulated language program beginning in kindergarten that focuses on communication. The goal of this K-12 program model is communication that will lead to proficiency as students progress through the sequential, articulated program in their elementary and secondary schools. Heining Boynton maintains that for those schools and/or districts that desire their students to begin the early study of foreign languages in a meaningful context with a highly structured curriculum articulated in a long sequence, then this is the model of choice (Heining Boynton, 1998, p. 2).~~

~~(e) For those districts who have not chosen to implement a sequential, articulated language program in K-3, Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. Language(s) selection is determined by each district. The students will continue the sequential and articulated program in the same language every year through Grade 8. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document. To reach the Novice Level proficiency~~

requirement for the Grade 4-8 program, it is recommended that students will need to meet a minimum total of 365 hours of instruction in a standards-based curriculum classroom.

(f) Districts should be aware of federal legislation which offers monetary awards to districts who have implemented elementary foreign language programs that lead to student proficiency in the language. The Foreign Language Incentive Program of the No Child Left Behind Act of 2001 awarded "incentive payments to public elementary schools that provide students with a foreign language program designed to lead to communicative competency. A program leading to communicative competency is comparable to a program that provides at least 45 minutes of instruction per day for not less than 4 days per week throughout an academic year." (Federal Register, 2002, Vol. 67).

(g) Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same world language is part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates. (70 O.S. §11-103.6e)

(h) In Oklahoma's 4th grade through 8th grade sequential language program requirement, students should reach the Novice Level benchmark by the end of their language learning experience. If students choose to continue the study of the same language through high school, students should reach the Intermediate benchmark. Students should reach the Pre-advanced benchmark if they begin a sequential, articulated program in kindergarten and continue through 12th grade. This instructional sequence represents a vision for how well Oklahoma world language learners will perform in languages if they start early and continue language learning throughout their school experience.

(i) Realistic performance levels for students enrolled in a sequential language learning experience at various points are outlined in the AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) PERFORMANCE GUIDELINES FOR K-12 LEARNERS. This document describes realistic performance levels depending upon entry and exit into a sequential and articulated language program. It reflects the influence of time on language performance ability and shows what ability is reasonable to expect of students who begin foreign language study at various points in the K-12 spectrum. This information is based on the assumption that "elementary programs (K-5) meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs meet daily for no less than 40-50 minutes; and high school programs meet the required time that equals four Carnegie units of credit (480 hours of seat time)" (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1999, p. 6) A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours in order to reach Pre-advanced Learner Range performance.

(j) Varying learning rates, different learning styles, and the general language learning ability of students all affect how well second language acquisition will happen. The amount of time spent in language instruction greatly influences performance ability. It is important to note that language proficiency is best developed when students start early and stay late in a sequential, articulated program. Haas (1998) states that learning a foreign language is not much different from learning other core curriculum subjects. In any area, students benefit from starting early and continuing through a long sequence of learning that grows and deepens as they mature (p. 43).

(k) For elementary sites, language certification for teachers is not required. However, teachers with language certification or teachers with language proficiency are preferred. In K-8

elementary sites, language certification for teachers of Grade 7 and/or 8 is required if students will receive high school credit for foreign language on their high school transcript.

(l) For middle school and junior high sites, language certification for teachers is required. For middle school and junior high sites giving high school credit for world languages, teachers must have secondary certification, and curriculum standards at the middle school or junior high level must equal requirements at the high school level.

(m) Oklahoma's world languages educators envision a future in which "ALL students will develop and maintain proficiency in English and at least one other language, modern or classical" (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p. 7). As stated in the profession's national goals, communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or through reading. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language. Learning languages provides connections to additional bodies of knowledge that are unavailable to monolingual English speakers. Through comparisons and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p. 27). Students learn a language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency. Active use of language is central to the learning process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs (NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION PROJECT, 1996, p. 37). The following graphic is a visual summary of Oklahoma Standards for World Languages. The communication goal is central to the attainment of all other goals. The other four goals (cultures, connections, comparisons, and communities) serve as a context for the development of interpretive, interpersonal, and presentational communication.

(n) In the Oklahoma World Languages Standards document there are five goals for each level of proficiency: communication, cultures, comparisons, connections and communities. For each of the five goals there are two or more student standards that describe what students should know and be able to do in the target language. For each standard, there are a list of progress indicators that specifically describe what students need to know and do within a specified proficiency range. After the progress indicators for each standard, there is a list of performance guidelines based on the ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS (1998). The performance guidelines describe how well a student will be able to perform the standard within the specified proficiency range. Following the performance guidelines there is a set of classroom examples that describe what types of sample activities appropriately reflect the standard addressed.

(o) The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These proficiency ranges represent a continuum of student development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

~~(p) Typically, the levels of language instruction are based on the time involved in the instruction. Because the implementation of world language programs in Oklahoma varies greatly from one context to another and entry into a foreign language program can occur at various grades, the levels of instruction are described as follows:~~

~~(q) Level I instruction may be achieved in three ways: (1) in the elementary grades, kindergarten through Grade 5 (depending on the type of program offered); or (2) varying programs of instruction in middle school (comparable in content and contact hours to the course equivalent offered in high school); or (3) one Carnegie Unit (120 hours) of instruction in Grades 9-12.~~

~~(r) Level II is described as (1) instruction in middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (2) one Carnegie Unit (120 hours) of instruction in high school after the successful completion of Level I in middle school or high school.~~

~~(s) Subsequent levels (Level III-VI) are described each as one Carnegie unit (120 hours) of instruction in high school after the successful completion of the previous level.~~

~~(t) Each proficiency range (Novice, Intermediate, Pre-advanced) may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, scheduling logistics, and other variables affecting student learning. The Novice Level Range starts in Level I and generally carries over into Level II. The Intermediate Level Range may be initiated in Level II with some students, and generally includes Level III, extending into Level IV. The Pre-advanced Level Range will usually incorporate instruction initiated in Level IV and possibly continuing through Level VI.~~

~~(u) The standards written in this Oklahoma world languages curriculum framework are for all languages taught in Oklahoma schools. Some languages, such as American Sign Language, Native American languages, and classical languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Native American languages emphasize oral skills, while written skills receive less emphasis. American Sign Language emphasize visual gestural and interpretive communication.~~

### **210:15-3-133.1. Definitions**

~~—The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:~~

~~"**Articulation**" means a foreign language program which provides for a gradual, sequential progression of knowledge and skills from level to level of language development.~~

~~"**Authentic assessment**" means assessments that evoke demonstrations of knowledge and skills in ways that are applied in the real world.~~

~~"**Authentic materials**" means resources including books, magazines, newspapers, brochures, menus, videos, recordings, etc., which are used by people in the target culture.~~

~~"**Benchmark**" means an interpretation of a performance standard according to age, grade, or developmental level.~~

~~"**Circumlocution**" means using alternate (roundabout) words and phrases to convey meaning or express an idea.~~

~~"**Classical languages**" means the forms of Latin and Greek used in ancient Greek and Latin literature.~~

**"Cognate"** means a word in the target language that looks like, or sounds like a word with the same meaning in English.

**"Culture"** means the term generally understood to include the philosophical perspectives, the behavioral practices, and the products both tangible and intangible of a society.

**"Curriculum framework"** means a comprehensive document developed for a content area consisting of overarching goals, content standards, and performance standards. The curriculum framework serves as a guide to local school districts as they create a curriculum unique to their needs.

**"Developmentally appropriate materials"** means materials that correlate to age, grade, or proficiency level of the student.

**"False start"** means the natural tendency of a speaker to restate what has just been uttered in order to correct, clarify, or improve upon it.

**"Idiomatic expressions"** means expressions in one language that cannot be directly translated into another language.

**"Intangible"** means examples of these types of products: a dance, an oral tale, a sacred ritual, a system of education.

**"Interpersonal mode of communication"** means communication that is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages. (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1998).

**"Interpretive mode of communication"** means communication that is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1998).

**"Overarching goals"** means relatively brief, very general statements that describe what students should know and be able to do. They should reflect the best and most recent theory and research in that area. They are more general than content standards, but provide a framework into which content standards can be organized.

**"Performance standards"** means standards that describe how well students perform the content standards. Performance standards gauge the degree to which content standards have been attained by individuals or groups, indicating the nature of the evidence and the quality of student performance on agreed-upon tasks or measurement instruments.

**"Perspectives"** means the attitudes, ideas, beliefs, viewpoints, or values of a cultural group.

**"Presentational mode of communication"** means communication that refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. (ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS, 1998).

**"Proficiency"** means ability to communicate effectively in everyday real-life situations in both oral and written forms in the cultures where the language is spoken.

**"Recombination"** means the ability to use previously learned vocabulary and structures to create new and unique expressions.

**"Sequential language learning"** means language learned in a continuous related order. In an articulated, sequential program, courses are scheduled every year and teachers follow a curriculum that spirals learning objectives from year to year for the purpose of the students attaining communicative proficiency in the language learned.

**"Tangible"** means these types of products: a toy, a painting, an article of clothing, a cathedral, a piece of literature, a pair of chopsticks.

**"Target culture"** means the culture of the people who speak the target language.

**"Target language"** means the language that is being taught or learned.

### 210:15-3-134. Language(s) awareness k - grade 3

(a) **Standard – communication.** Students will communicate in languages other than English.

(1) Understand limited one- and two-word phrases, cognates, and social greetings.

(2) Speak with one- or two-word phrases such as reciting numbers, colors, classroom objects, etc.

(3) Develop careful listening skills.

(4) Read isolated words when strongly supported by visuals.

(5) Copy familiar words for labeling, identifying, and organizing purposes.

(b) **Standard – cultures.** Students will gain knowledge and understanding of other cultures.

(1) Develop an awareness of other cultures.

(2) Be able to identify areas of the world where the languages studied are spoken.

(3) Participate in developmentally appropriate cultural activities such as games and songs.

(4) Identify and reproduce distinctive cultural products of the culture of the languages studied.

(5) Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions.

(c) **Standard – connections.** Students will connect with other disciplines and acquire information.

(1) Use isolated words from other content areas (math, science, geography, etc.) in foreign language class activities.

(2) View and listen to developmentally appropriate programs in the target language on topics from other content areas (math, science, geography, etc.);

(d) **Standard – comparisons.** Students will develop insight into the nature of language and culture.

(1) Be aware of the differences among cultures and respect those differences.

(2) Develop awareness that the world has many languages.

(3) Compare holidays and celebrations.

(4) Compare daily practices of people in the target cultures with their own.

(e) **Standard – communities.** Students will use the language both within and beyond the school setting.

(1) Develop an interest in future language(s) study.

(2) Explore the value of communicating in another language.

- (3) ~~Identify the target language in school and community environments.~~
- (4) ~~Participate in activities related to special events celebrated in the target culture(s).~~

**210:15-3-135. Novice level range**

(a) ~~**Standard – interpersonal communication – speaking/writing.** Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.~~

(1) ~~**Progress indicators.**~~

(A) ~~Initiate greetings, introductions, and leave-taking.~~

(B) ~~Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.~~

(C) ~~Express personal needs, preferences, and feelings.~~

(D) ~~Initiate simple commands.~~

(2) ~~**Performance guidelines.**~~

(A) ~~Use memorized phrases and short sentences when communicating.~~

(B) ~~Use words and phrases primarily as lexical items without awareness of grammatical structure.~~

(C) ~~Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.~~

(D) ~~Rely on visual aids, gestures and repetitions to enhance communication.~~

(E) ~~Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.~~

(F) ~~Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.~~

(G) ~~Are understood primarily by those very accustomed to interacting with language learners.~~

(3) ~~**Classroom examples.**~~

(A) ~~Make five statements about yourself to a partner who must then agree or disagree with your self perception.~~

(B) ~~Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.~~

(C) ~~Ask/Answer questions with a partner about the age and names of family members.~~

(D) ~~Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.~~

(E) ~~Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.~~

(F) ~~Introduce friends and family members to others.~~

(b) ~~**Standard – interpretive communication – listening/reading/Viewing.** Students will understand and interpret written and spoken language on a variety of topics.~~

(1) ~~**Progress indicators.**~~

(A) ~~Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.~~

(B) ~~Understand key words in written material such as advertisements, schedules, and menus, etc.~~

- (C) ~~Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.~~
- (D) ~~Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.~~
- (E) ~~Respond to simple commands, familiar vocabulary, and language structures.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.~~
- (B) ~~Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.~~
- (C) ~~Rely on personal background experience to assist in comprehension.~~
- (D) ~~Rely on repetition for understanding.~~
- (E) ~~Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.~~
- (3) ~~**Classroom examples.**~~
- (A) ~~Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).~~
- (B) ~~Read and understand simple official forms (e.g., hotel registration, passport and visa applications).~~
- (C) ~~Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.~~
- (D) ~~Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.~~
- (E) ~~Read advertisements from authentic magazines and list all of the cognates found in the ads.~~
- (F) ~~Listen to authentic songs and write the main ideas expressed.~~
- (G) ~~Listen to a conversation of two native speakers. Answer simple comprehension questions in English.~~
- (H) ~~Listen to a simple story several times. Then draw what happened in the story.~~
- (c) ~~**Standard – presentational communication – speaking/writing.** Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.~~
- (1) ~~**Progress indicators.**~~
- (A) ~~Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.~~
- (B) ~~Give simple commands and make requests of another person or group.~~
- (C) ~~Retell a simple story using familiar vocabulary and language structures.~~
- (D) ~~Write personal journals and send brief messages to friends.~~
- (E) ~~Dramatize student created and/or authentic songs, short poems, skits or dialogs.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Use memorized, short phrases and sentences in oral and written presentations based on familiar material.~~
- (B) ~~Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.~~
- (C) ~~Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.~~

~~(D) Reproduce familiar material in written presentations.~~

~~(E) Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.~~

~~(F) Are understood primarily by those very accustomed to interacting with language learners.~~

~~(3) **Classroom examples.**~~

~~(A) Give short, simple directions to a person about how to get to the grocery store from your school parking lot.~~

~~(B) Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.~~

~~(C) Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.~~

~~(D) Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.~~

~~(E) Use a highly practiced vocabulary and visuals, retell a children's story to the class or group.~~

~~(d) **Standard – practices of culture.** Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.~~

~~(1) **Progress indicators.**~~

~~(A) Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.~~

~~(B) Identify some customs and traditions such as celebrations and holiday practices of the target culture.~~

~~(C) Participate in cultural activities such as games, songs, and dances of the target culture.~~

~~(D) Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members.~~

~~(E) Recognize and explore the process of stereotyping other cultures.~~

~~(2) **Performance guidelines.**~~

~~(A) Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.~~

~~(B) Use memorized phrases and short sentences when communicating in spoken or written formats.~~

~~(C) Rely on visual aids, gestures, and repetition to enhance comprehensibility.~~

~~(D) Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.~~

~~(E) Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own~~

~~(F) Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.~~

~~(3) **Classroom examples.**~~

~~(A) Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.~~

- (B) Write your key pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key pal to respond with lists of personal interests.
  - (C) Identify and illustrate or perform a traditional custom or celebration.
  - (D) Initiate and respond to formal and informal telephone calls.
- (e) **Standard – products of culture.** Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.
- (1) **Progress indicators.**
    - (A) Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture.
    - (B) Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts.
    - (C) Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports.
    - (D) Identify countries, regions, and geographic features where the target language is spoken.
    - (E) Extract samples of the culture's perspectives from popular media in the target culture.
  - (2) **Performance guidelines.**
    - (A) Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.
    - (B) Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.
    - (C) Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.
    - (D) Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.
    - (E) Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.
  - (3) **Classroom examples.**
    - (A) Recite a poem/sing a song of the target language.
    - (B) Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
    - (C) Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.
- (f) **Standard – interdisciplinary studies.** Students will reinforce and further their knowledge of other content areas through the foreign language.
- (1) **Progress indicators.**
    - (A) Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.
    - (B) Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content area classrooms (the arts, health, social studies, sciences, mathematics, English, etc.).
  - (2) **Performance guidelines.**

- ~~(A) Use memorized phrases and short sentences when communicating about selected content areas.~~
  - ~~(B) Rely on visual aids, gestures and repetitions to enhance communication about other content areas.~~
  - ~~(C) Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.~~
  - ~~(D) Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.~~
  - ~~(E) Rely on personal background experience to assist in comprehension.~~
  - ~~(F) Rely on repetition for understanding.~~
  - ~~(G) Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.~~
- ~~(3) **Classroom examples.**~~
- ~~(A) Use currency of the target culture to make change using bills and coins.~~
  - ~~(B) Prepare a healthy menu using typical foods of the target culture.~~
  - ~~(C) Use authentic instruments of the target culture to explore music and rhythms.~~
  - ~~(D) Learn the solar system, parts of a plant, life cycle of a butterfly.~~
- ~~(g) **Standard – distinctive Viewpoints.** Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.~~
- ~~(1) **Progress indicators.**~~
- ~~(A) Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines).~~
  - ~~(B) Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.~~
- ~~(2) **Performance guidelines.**~~
- ~~(A) Understand general oral and written information when enhanced by illustrations within highly predictable contexts.~~
  - ~~(B) Increase their comprehension by looking for and recognizing key words or phrases.~~
  - ~~(C) Rely on personal background information to help in understanding something they read or hear.~~
  - ~~(D) Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.~~
  - ~~(E) Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.~~
- ~~(3) **Classroom examples.**~~
- ~~(A) With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.~~
  - ~~(B) Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.~~
  - ~~(C) Use authentic sources to identify the current popular products of the target culture.~~
- ~~(h) **Standard – language comparisons.** Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.~~
- ~~(1) **Progress indicators.**~~
- ~~(A) Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.~~

- ~~(B) Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation, etc.~~
- ~~(C) Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement, etc.~~
- ~~(D) Recognize identified idiomatic expressions that cannot be directly translated into their own language.~~
- ~~(2) **Performance guidelines.**~~
  - ~~(A) Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.~~
  - ~~(B) Rely heavily on visuals to get ideas across to the audience.~~
  - ~~(C) Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.~~
- ~~(3) **Classroom examples.**~~
  - ~~(A) Create a graphic organizer to compare language structures in English and the target language.~~
  - ~~(B) Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.~~
  - ~~(C) Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.~~
- ~~(i) **Standard – culture comparisons.** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.~~
  - ~~(1) **Progress indicators.**~~
    - ~~(A) Identify similarities and differences in verbal and nonverbal behavior between cultures.~~
    - ~~(B) Recognize cross-cultural similarities and differences in the practices of the culture studied.~~
    - ~~(C) Identify cross-cultural similarities and differences in the products of the culture studied.~~
    - ~~(D) Recognize cross-cultural similarities and differences in the perspectives within the target culture.~~
  - ~~(2) **Performance guidelines.**~~
    - ~~(A) Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.~~
    - ~~(B) Rely heavily on visuals to get ideas across to the audience.~~
    - ~~(C) Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own.~~
  - ~~(3) **Classroom examples.**~~
    - ~~(A) Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.~~
    - ~~(B) Identify the significance of signs and symbols in the target culture.~~
    - ~~(C) Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.~~
    - ~~(D) Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.~~

- (E) ~~Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.~~
- (j) ~~**Standard – school and community.** Students will use the language both within and beyond the school setting.~~
- (1) ~~**Progress indicators.**~~
- (A) ~~Identify professions/occupations which are enhanced by proficiency in another language.~~
- (B) ~~Practice oral or written use of the foreign language with people outside the classrooms.~~
- (C) ~~Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.~~
- (D) ~~Produce short skits, stories, poems, multimedia shows, etc., and present their works at school and/or in the community.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Use memorized phrases or short sentences with very familiar topics.~~
- (B) ~~Write simple tasks, such as short messages or notes.~~
- (C) ~~Be accurate in pronunciation when presenting well-rehearsed materials.~~
- (D) ~~Understand general information when enhanced by visuals or gestures.~~
- (3) ~~**Classroom examples.**~~
- (A) ~~Keep an in-class log or chart of personal encounters with the target language outside of the school.~~
- (B) ~~Establish a pen-pal/key-pal correspondence with someone from the target culture.~~
- (C) ~~Locate/visit stores within the community that cater to the target culture.~~
- (D) ~~Listen to radio broadcasts and list recognizable words from the target culture.~~
- (E) ~~Teach basic expressions and level appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.~~
- (k) ~~**Standard – personal enrichment.** Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.~~
- (1) ~~**Progress indicators.**~~
- (A) ~~Demonstrate a willingness to interact with native speakers.~~
- (B) ~~Discover and explore a variety of entertainment sources representative of the target culture.~~
- (C) ~~Identify current issues of interest within the target culture.~~
- (D) ~~Discover and explore samples of art, literature, music, etc., representative of the target culture.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Be understood primarily by those very accustomed to interacting with language learners.~~
- (B) ~~Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.~~
- (C) ~~Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.~~
- (D) ~~Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.~~
- (3) ~~**Classroom examples.**~~

- ~~(A) Use Web sites in the target language to make plans for a vacation in the target culture.~~
- ~~(B) Select an audio clip of favorite music in the target language and share it with other members of the class.~~
- ~~(C) Attend cultural events of the target culture within the community.~~
- ~~(D) Visit art exhibits of artists from the target culture.~~
- ~~(E) Learn a dance of the target culture and host a dance with music only from the target culture.~~

**210:15-3-136. Intermediate level range**

~~(a) **Standard – interpersonal communication – speaking/writing.** Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.~~

~~(1) **Progress indicators:**~~

- ~~(A) Sustain a conversation on selected topics about themselves and others, using details and descriptions.~~
- ~~(B) Ask and answer a variety of questions, giving reasons for their answers.~~
- ~~(C) Express personal preferences and feelings with some explanation.~~
- ~~(D) Initiate a series of commands.~~

~~(2) **Performance guidelines:**~~

- ~~(A) Use strings of sentences when communicating on familiar topics.~~
- ~~(B) Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.~~
- ~~(C) Use some paraphrasing and can find another way to express an idea/term to avoid a breakdown in communication, and can ask for clarification.~~
- ~~(D) May mispronounce words in new context or words being read for the first time.~~
- ~~(E) Continue to communicate with false starts and pause frequently to search for words when interacting with others.~~
- ~~(F) Are understood by those accustomed to interacting with language learners.~~
- ~~(G) Demonstrate control of present time and show evidence of some control of other time frames.~~

~~(3) **Classroom examples:**~~

- ~~(A) Write an apology (e.g., for missing a birthday, date, hurting someone's feelings)~~
- ~~(B) Tell what you or others will be doing five years from now and ask someone else about his/her future plans.~~
- ~~(C) Give instructions to someone to do something (how to study for a test, what to do in case of an emergency).~~

~~(b) **Standard – interpretive communication – listening/reading/Viewing.** Students will understand and interpret written and spoken language on a variety of topics.~~

~~(1) **Progress indicators:**~~

- ~~(A) Understand spoken language that incorporates familiar vocabulary and structures including high frequency idioms.~~
- ~~(B) Understand more detailed information in written advertisements, schedules, and menus.~~

- (C) ~~Comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, videos, and Internet resources.~~
- (D) ~~Comprehend the main idea and some supporting ideas of selected authentic written materials such as short stories, narratives, advertisements, and brochures on topics of personal interest.~~
- (E) ~~Respond to a series of commands.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts.~~
- (B) ~~Identify main ideas and some specific information on a limited number of predictable topics.~~
- (C) ~~Use background knowledge to comprehend simple stories and personal correspondence.~~
- (D) ~~Depend on the use of paraphrase and restatement in order to understand the message.~~
- (E) ~~Infer meaning of some unfamiliar words in order to understand the gist of an oral or written text.~~
- (3) ~~**Classroom examples.**~~
- (A) ~~Read and understand the directions for assembling a child's toy.~~
- (B) ~~Read and understand the general meaning of a movie review.~~
- (C) ~~Listen to and understand a native speaker describe a significant life event (e.g., obtaining his/her driving license, important sporting event, passing an exam, getting a job).~~
- (D) ~~Listen to and understand a sequence of directions about what to do during a tornado.~~
- (e) ~~**Standard – presentational communication – speaking and writing.** Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.~~
- (1) ~~**Progress indicators.**~~
- (A) ~~Describe in written or spoken format a short presentation on familiar topics (e.g., school, community, or personal experiences).~~
- (B) ~~Give directions to someone in order to complete a multistep task.~~
- (C) ~~Recount an event incorporating some description and detail.~~
- (D) ~~Write one page compositions and letters.~~
- (E) ~~Present student created and/or authentic short plays, stories, skits, poems and songs.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about familiar topics.~~
- (B) ~~Communicate oral and written information with sufficient accuracy that listeners and readers understand most of what is presented.~~
- (C) ~~Make occasional use of paraphrasing and can find another way to express and idea/term to avoid a breakdown in communication, and make efforts at self correction.~~
- (D) ~~Supplement their basic vocabulary for both oral and written presentations with expressions acquired from other sources such as dictionaries.~~
- (E) ~~Continue to pause to search for words and shows some interference from the native language when attempting to present less familiar material.~~

- (F) Use pronunciation and intonation patterns that can be understood by those accustomed to interacting with language learners.
  - (G) Formulate oral and written presentations primarily in present time but also, with preparation, in past and future time.
- (3) **Classroom examples.**
- (A) Give excuses or explanations for why you were late for class or why you did not do your work.
  - (B) Retell a familiar fairy tale or short story.
  - (C) Write a diary entry about an event that happened in the past, including background information and circumstances.
- (d) **Standard – practices of culture.** Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- (1) **Progress indicators.**
- (A) Interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations.
  - (B) Explain in simple terms the reasons for different traditions and customs of the target culture.
  - (C) Experience cultural and social activities common to a student of similar age in the target culture such as school life, sports, music and other entertainment.
  - (D) Identify and discuss perspectives typically associated with the target culture's business practices.
  - (E) Discuss some commonly held generalizations about the target culture.
- (2) **Performance guidelines.**
- (A) Begin to use culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors outside the memorized context.
  - (B) Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural practices.
  - (C) Demonstrate some cultural knowledge in oral and written presentations.
  - (D) Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.
  - (E) Use knowledge of their own culture and that of the target culture to communicate more accurately about cultural practices.
  - (F) Supplement their basic vocabulary about cultural practices from other sources such as dictionaries.
  - (G) Use the student's native language when the investigation of cultural perspectives extends beyond the Intermediate Level Range.
- (3) **Classroom examples.**
- (A) Prepare messages on video or audio tape to be sent to peers in the target culture on topics of shared personal interest in their daily lives at home or at school.
  - (B) Teach the class how to play a game/sport of the target country.
  - (C) Prepare a presentation (written report, poem, dramatization) which describes ways in which the learner's views about the target culture have changed over time.
  - (D) View a video depicting a cultural celebration and write a short letter in the language describing it and explaining its origin.

- (E) Using the Internet, research information about several common businesses in the target country and document such things as store hours, requirements for employment, and acceptable methods of payments.
- (e) **Standard – products of culture.** Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- (1) **Progress indicators.**
- (A) Explain the significance of objects, images, and symbols, and products of the target culture.
- (B) Describe major contributions and historical figures from the target culture including contributions in science, mathematics, government, and fine arts.
- (C) Identify the influence of the target culture on the products of the U.S.
- (D) Explain the impact of the target country's geography on daily life in the target culture.
- (E) Identify the target culture's basic perspectives in its art, literature, music, dance, etc.
- (2) **Performance guidelines.**
- (A) Express their own thoughts, describe and narrate, using sentences and strings of sentences in oral and written presentations about cultural products.
- (B) Recognize the reflections of practices, products, and perspectives of the target culture in oral and written texts.
- (C) Demonstrate some cultural knowledge about cultural products in oral and written presentations.
- (D) Use the student's native language when the investigation of cultural perspectives extends beyond the intermediate proficiency range.
- (3) **Classroom examples.**
- (A) After reading about the lives of famous people of the target culture, the learner will summarize in writing and present orally information about one of the famous people.
- (B) Create and explain a visual display which illustrates the influence of the target culture on the student's home culture.
- (C) Develop a timeline which illustrates major contributions of the culture to the world community.
- (D) Write a letter describing how to get to a specific place in the target culture, including means of transportation, directions, landmarks, and distance.
- (E) Paint an animal of your choice in the style of an artist from the target country.
- (F) Research and report on the symbolism found in the colors and symbols on the national flag of the target culture.
- (f) **Standard – interdisciplinary studies.** Students will reinforce and further their knowledge of other content areas through the foreign language.
- (1) **Progress indicators.**
- (A) Transfer and apply information and skills from other content areas (the arts, health, social studies, sciences, mathematics, English, etc.) to the target language classroom.
- (B) Apply the information gathered through target language resources in other content area classrooms (such as the arts, health, social studies, sciences, mathematics, English) in order to supplement learning.
- (2) **Performance guidelines.**
- (A) Use strings of sentences when communicating in oral or written contexts on familiar topics in selected content areas.

- (B) ~~Recombine learned vocabulary and structures to express their own thoughts within familiar contexts.~~
- (C) ~~Understand longer, more complex conversations and narratives as well as recorded material in familiar contexts about selected content areas.~~
- (D) ~~Identify main ideas and some specific information on a limited number of predictable topics in selected content areas.~~
- (3) ~~**Classroom examples.**~~
  - (A) ~~Explore the measuring system used in the target culture.~~
  - (B) ~~Present a dramatization of an historical event.~~
  - (C) ~~Prepare, conduct, and record results of a science experiment in the target language.~~
  - (D) ~~Use weather reports in newspapers to compare temperatures in Fahrenheit and Celsius.~~
  - (E) ~~Explain the historical reason for the origin or the geographical names found in the United States that are derived from the target language.~~
- (g) ~~**Standard – distinctive Viewpoints.** Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.~~
  - (1) ~~**Progress indicators.**~~
    - (A) ~~Using authentic target language sources, (such as the Internet, books and magazines) acquire and apply information about the target culture.~~
    - (B) ~~Use authentic sources to explore the distinctive perspectives of the foreign culture.~~
  - (2) ~~**Performance guidelines.**~~
    - (A) ~~Understand longer, more complex oral and written information in familiar contexts.~~
    - (B) ~~Identify main ideas and some specific information on a limited number of topics found in the target culture.~~
    - (C) ~~Determine meaning by using contextual clues.~~
    - (D) ~~Are helped by the use of redundancy, paraphrase, and restatement in order to understand the message.~~
    - (E) ~~Use strings of sentences to describe distinctive viewpoints of the target culture.~~
    - (F) ~~Use the student's native language only when the discussion of distinctive viewpoints extends beyond the Intermediate Level Range.~~
  - (3) ~~**Classroom examples.**~~
    - (A) ~~Using a Web site for a department store in the target culture, identify the popular product lines you might not find in the U.S.~~
    - (B) ~~Apply the grammatical knowledge acquired in the foreign language to achieve a better understanding of English grammatical structures.~~
    - (C) ~~Show how the works of artists in the target culture have influenced the arts in the home culture.~~
- (h) ~~**Standard – language comparisons.** Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.~~
  - (1) ~~**Progress indicators.**~~
    - (A) ~~Explore the historical and cultural reasons for cognates and borrowed words.~~
    - (B) ~~Use knowledge of sound and writing systems (including stress, intonation, punctuation, etc.) to communicate on topics of personal interest.~~
    - (C) ~~Contrast identified structural patterns of the language studied (such as tense, gender, word order, agreement) to structural patterns in their own language.~~
    - (D) ~~Use appropriate idiomatic expressions in limited settings.~~

- (2) ~~**Performance guidelines.**~~
- (A) ~~Understand general concepts about language comparisons.~~
  - (B) ~~Express their own thoughts using sentences/strings of sentences when describing language structure comparisons.~~
  - (C) ~~Rely on paraphrase and restatement in order to understand or communicate about language structure comparisons between cultures.~~
- (3) ~~**Classroom examples.**~~
- (A) ~~Compare the target language and English titles for movies originating in the U.S. to determine whether the title in the target language is a literal translation of the English title, or if the title in the target language is meant to be a representation of the movie content.~~
  - (B) ~~Identify terms of respect and terms of affection used in the target language and compare them to terms used in English.~~
  - (C) ~~Discuss the various command forms of the target language compared with only one command form of English.~~
  - (D) ~~Discuss the idea of past tense in English and compare it to the past tense(s) of the target language.~~
- (i) ~~**Standard – culture comparisons.**~~ Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- (1) ~~**Progress indicators.**~~
- (A) ~~Give simple descriptions of the similarities and differences in verbal and non-verbal behavior between cultures.~~
  - (B) ~~Give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.~~
  - (C) ~~Give basic descriptions of cross-cultural similarities and differences in the products of the target culture.~~
  - (D) ~~Give simple descriptions of cross-cultural similarities and differences in the perspectives of the target culture.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Express their own thoughts using sentences/strings of sentences when describing cultural comparisons between the culture studied and their own.~~
  - (B) ~~Understand general concepts about cultural similarities and differences.~~
  - (C) ~~Rely on paraphrase and restatement in order to understand or communicate about cross-cultural comparisons.~~
- (3) ~~**Classroom examples.**~~
- (A) ~~Listen to a song always associated with a particular celebration in the target culture and compare it to the song sung in the U.S. for the same celebration.~~
  - (B) ~~Use Web sites, magazines, movies, and television programs to collect information about the favorite stars in the target culture. Compare them with the favorites in the U.S.~~
  - (C) ~~Compare the symbols/landmarks of the American culture to those found in the target culture.~~
- (j) ~~**Standard – school and community.**~~ Students will use the language both within and beyond the school setting.
- (1) ~~**Progress indicators.**~~

- (A) Investigate and/or participate in activities where the ability to communicate in a second language is beneficial, such as local business visitations, exchange programs, and sister city projects.
  - (B) Communicate with others who speak or have a working knowledge of the language about a variety of topics, such as sports, hobbies, or current events.
  - (C) Establish contact with a native speaker through Internet, e-mail, personal travel, etc.
  - (D) Take part in language-related activities to benefit their school and/or community such as tutoring, interpreting, or public performance.
- (2) **Performance guidelines.**
- (A) Express their own thoughts using sentences/strings of sentences on familiar topics.
  - (B) Demonstrate control of present time and some control of other time frames.
  - (C) Describe and narrate in oral and written presentations on familiar topics.
  - (D) Understand main ideas and some specific information on a limited number of topics.
- (3) **Classroom examples.**
- (A) Use the target language to communicate with speakers of the target culture while on community service projects/trips.
  - (B) Listen to personal accounts from people who speak more than one language.
  - (C) Keep a log of personal encounters with the target language in the school and community.
  - (D) Research topics of interest in magazines, newspapers or on the Web.
- (k) **Standard – personal enrichment.** Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
- (1) **Progress indicators.**
- (A) Exchange information with native speakers about topics of personal interest.
  - (B) Explore various target language resources to expand their knowledge of individual hobbies or interests.
  - (C) Research current issues of interest using various foreign language/culture sources.
  - (D) Demonstrate extracurricular use of target language media as a source of entertainment.
- (2) **Performance guidelines.**
- (A) Are understood by those very accustomed to interacting with language learners.
  - (B) Identify main ideas and some specific information on a limited number of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer generated presentations, although comprehension may be uneven.
  - (C) Rely on the use of paraphrase and restatement in order to enhance comprehensibility in both oral and written presentations.
  - (D) Express their own thoughts, describe and narrate, using sentences and strings of sentences, in oral and written presentations on familiar topics.
- (3) **Classroom examples.**
- (A) Students will identify their "ideal home" and then use a Web site of homes for sale in the target culture to find a good match.
  - (B) View videos, television programs, and/or movies of interest in the target language.
  - (C) Invite/interact with classmates who are native speakers of the target language to school functions and interact with them in the target language.
  - (D) Attend a service or meeting conducted in the target language.

**210:15-3-137. Pre-advanced level range**

~~(a) **Standard – interpersonal communication – speaking/writing.** Students will engage in conversations, and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.~~

~~(1) **Progress indicators:**~~

~~(A) Initiate, sustain and conclude communication on a variety of topics.~~

~~(B) Ask and answer a variety of questions that require follow up questions and responses for more information.~~

~~(C) Support personal preferences, feelings, opinions with more complete explanation.~~

~~(D) Persuade another person to do something.~~

~~(2) **Performance guidelines:**~~

~~(A) Use connected sentences and/or paragraphs when communicating on a variety of familiar topics, making use of transition words and phrases.~~

~~(B) Interact with others in more complicated or unfamiliar contexts using vocabulary from a variety of topics.~~

~~(C) Ask for clarification and suggest alternative words to ensure understanding.~~

~~(D) Be able to use rules of pronunciation to correctly pronounce new words.~~

~~(E) Use language more confidently and with fewer pauses.~~

~~(F) Be understood by native speakers unaccustomed to interacting with language learners.~~

~~(G) Demonstrate sustained control of basic structures in present time and partial control of more complex structures and time frames in the past and future.~~

~~(3) **Classroom examples:**~~

~~(A) In a panel discussion, discuss what constitutes a healthy diet and its impact on health.~~

~~(B) Introduce yourself to an incoming freshman and give him/her pointers on how to survive at your school.~~

~~(C) With three or four classmates debate the issue of whether family life is more or less important in today's world.~~

~~(b) **Standard – interpretative communication – listening/reading/Viewing.** Students will understand and interpret written and spoken language on a variety of topics.~~

~~(1) **Progress indicators:**~~

~~(A) Understand spoken language that incorporates more advanced vocabulary and structures, including idiomatic expressions.~~

~~(B) Understand more complex written materials in both concrete and abstract contexts.~~

~~(C) Comprehend the main ideas and supporting ideas of oral and written presentations, and selected authentic materials, including videos, radio and television broadcasts, and Internet resources.~~

~~(D) Analyze the main elements of authentic literary texts.~~

~~(E) Respond appropriately to compound directions, instructions, and commands.~~

~~(F) Research and synthesize information from a variety of sources.~~

~~(2) **Performance guidelines:**~~

~~(A) Demonstrate growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary.~~

- ~~(B) Understand main ideas and significant details on a variety of topics.~~
- ~~(C) Deduce meaning in unfamiliar language passages by classifying words or concepts according to word order or grammatical use.~~
- ~~(D) Apply rules of language to construct meaning from oral and written text.~~
- ~~(E) Move beyond literal comprehension toward more critical reading and listening.~~
- ~~(3) Classroom examples.~~
  - ~~(A) Read and understand an article in popular magazines and be able to give a brief global summary and find specific facts.~~
  - ~~(B) As the teacher describes the scene in a well-known painting, draw as you visualize it.~~
  - ~~(C) Listen to and understand excerpts from a film/play and demonstrate comprehension of plot and character traits.~~
- ~~(c) Standard – presentational communication – speaking/writing. Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.~~
  - ~~(1) Progress indicators.~~
    - ~~(A) Describe in written or spoken format a presentation on a topic of personal interest.~~
    - ~~(B) Give a series of directions to someone, coaching the person in order to complete the tasks.~~
    - ~~(C) Recount an event with substantive description and detail.~~
    - ~~(D) Write formal compositions and letters for a variety of purposes.~~
    - ~~(E) Present student-created works and excerpts of authentic literature.~~
  - ~~(2) Performance guidelines.~~
    - ~~(A) Report, narrate, and describe, using paragraph-length and longer forms of discourse in oral and written presentations on topics of personal, school, and community interest.~~
    - ~~(B) Demonstrate conscious efforts at correct formulation and self-correction by use of self-editing.~~
    - ~~(C) Make use of simplification, reformulation, and circumlocution to enhance written and oral communication.~~
    - ~~(D) Demonstrate control of an extensive vocabulary from a variety of topics.~~
    - ~~(E) Use language with ease and with few pauses.~~
    - ~~(F) Make use of a variety of resource materials and presentation methods to enhance communication.~~
    - ~~(G) Possibly show some inaccuracies and interference from the native language when presentations deal with multiple time frames.~~
  - ~~(3) Classroom examples.~~
    - ~~(A) Narrate an accident that you have experienced or witnessed.~~
    - ~~(B) Write and perform an original dialog based on two characters from a film or text.~~
    - ~~(C) Write a complaint about a familiar topic (dress code, food in the cafeteria, choice of course offerings) and give suggestions for changes.~~
    - ~~(D) Speculate about what life would be like elsewhere (on the moon, under the sea, in the target culture).~~
    - ~~(E) Present yourself in a job interview, explain your qualifications, why you want the job, why you would be better than other applicants, etc. (This presentation may be videotaped.)~~
- ~~(d) Standard – practices of culture. Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.~~

- (1) ~~**Progress indicators.**~~
- (A) ~~Interact according to the social and cultural requirements of most social and some formal contexts.~~
  - (B) ~~Discuss inappropriately used verbal and nonverbal expressions and analyze the cultural implications.~~
  - (C) ~~Participate in and analyze cultural events.~~
  - (D) ~~Exhibit deeper knowledge of historical background of the target culture that explain their cultural practices.~~
  - (E) ~~Analyze some commonly held generalizations about the target culture.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Use language increasingly reflective of authentic cultural practices and perspectives.~~
  - (B) ~~Describe cultural practices by using connected narrative and descriptive sentences in present and other time frames.~~
  - (C) ~~Use culturally appropriate vocabulary, idioms, and nonverbal behaviors in an authentic situation.~~
  - (D) ~~Integrate culturally embedded words, phrases, and idioms in everyday communication.~~
  - (E) ~~Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics of cultural practices.~~
  - (F) ~~Apply understanding of cultural practices to enhance comprehension of oral and written texts.~~
- (3) ~~**Classroom examples.**~~
- (A) ~~Read a short passage about the origins of a custom or cultural celebration in the language and do a presentation on it using the language.~~
  - (B) ~~Report on information gained from authentic texts (newspapers, magazines, letters, e-mail) on how people in the target culture view the role of the U.S. in world affairs.~~
  - (C) ~~Write a report giving examples of how media and texts in the target language reflect patterns of behavior, beliefs, and attitudes.~~
- (e) ~~**Standard – products of culture.** Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.~~
- (1) ~~**Progress indicators.**~~
- (A) ~~Research the cultural significance of objects, images, and symbols of the target culture.~~
  - (B) ~~Describe the target culture through its visual arts, architecture, literature, and music.~~
  - (C) ~~Describe the role and significance of the contributions of the target culture in today's world.~~
  - (D) ~~Research an environmental issue from the target country and use the language to tell/write of its impact on the target country.~~
  - (E) ~~Identify some of the target language's literary masterpieces and authors and explore the cultural perspectives representative of their work.~~
- (2) ~~**Performance guidelines.**~~
- (A) ~~Describe cultural products by using connected narrative and descriptive sentences in present and other time frames.~~
  - (B) ~~Integrate culturally embedded words, phrases, and idioms in everyday communication.~~

- (C) Use language increasingly reflective of authentic cultural products and perspectives.
- (D) Communicate with a fairly high degree of facility when making oral and written presentations about well-researched topics on cultural products
- (3) **Classroom examples.**
- (A) You are a tour guide in a tourist area of the target country. Give information about the sites to the group of tourists as the tour bus drives through the area.
- (B) While participating in a conversation with peers and/or adults, exchange information/opinions about causes and consequences of an historical event in the target language country.
- (C) After reading a literary text (short story, poem, novel, drama or viewing a film in the target language), participate in a panel presentation and share viewpoints/opinions about the text/film.
- (D) Prepare a display and orally present information about commercial trade patterns between the home and target culture.
- (f) **Standard – interdisciplinary studies.** Students will reinforce and further their knowledge of other content areas through the foreign language.
- (1) **Progress indicators.**
- (A) Interpret information and apply skills from other content areas (such as the arts, health, social studies, sciences, mathematics, English) to the target language classroom.
- (B) Locate target language resources in order to analyze and synthesize information for use in other content areas (such as the arts, health, social studies, sciences, mathematics, English).
- (2) **Performance guidelines.**
- (A) Use connected sentences and/or paragraphs when communicating on a variety of familiar topics studied in selected content areas.
- (B) Interact with others on information learned in other selected content areas.
- (C) Understand main ideas and significant details on topics studied in selected content areas.
- (D) Make use of a variety of resource materials and presentation methods to enhance communication.
- (3) **Classroom examples.**
- (A) Measure and record distances, weights, and capacities of a variety of objects using the measuring system of the target cultures.
- (B) Make a display and orally present information about careers that require communicative competence in the target language.
- (C) Research the importance of a major historical event in the target culture.
- (D) Read newspaper accounts of the same event in English and the target language to compare the treatment of the event.
- (E) Demonstrate understanding of maps, graphs, charts, and other visuals by responding to questions that require the learner to identify patterns, note trends, and draw conclusions.
- (g) **Standard – distinctive Viewpoints.** Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- (1) **Progress indicators.**
- (A) Synthesize information about the target culture, using authentic sources.

- (B) Use authentic sources to analyze the distinctive perspectives of the target culture.
- (2) **Performance guidelines.**
- (A) Understand more complex written materials in both concrete and abstract contexts.
- (B) Apply rules of language to construct meaning from oral and written text.
- (C) Comprehend the main ideas and supporting ideas of oral and written presentations.
- (D) Use connected sentences and/or paragraphs when communicating about distinctive viewpoints of the target culture.
- (3) **Classroom examples.**
- (A) Access the Internet to find information about AIDS in the target culture.
- (B) Using authentic popular music, identify cultural perspectives associated with the target culture.
- (C) Use information gained from authentic texts to develop a timeline which illustrates major contributions of the target culture to the world community.
- (D) Research the interpretation of the same historical event from the home culture and the target cultures' points of view.
- (h) **Standard – language comparisons.** Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.
- (1) **Progress indicators.**
- (A) Have some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.
- (B) Apply knowledge of sound and writing systems in spontaneous communicative situations.
- (C) Use knowledge of structural patterns of their own language and the target language for effective communication.
- (D) Apply idiomatic expression in a variety of social contexts.
- (2) **Performance guidelines.**
- (A) Use connected sentences and/or paragraphs when communicating about basic language comparisons between cultures.
- (B) Use more specialized and precise vocabulary when describing language structure comparisons.
- (C) Use background knowledge to deduce meaning and to understand complex information about language structures.
- (D) Be able to clarify details about language structures by asking questions.
- (3) **Classroom examples.**
- (A) Compare how people express apologies, condolences, praise, reprimands, requests, etc., in the target language and English.
- (B) Analyze the differences among grammatical structures in English and the target language.
- (C) Explore authentic materials to find new words adapted from English.
- (D) Role play a shopping situation in a foreign market place using appropriate idiomatic expressions.
- (i) **Standard – culture comparisons.** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- (1) **Progress indicators.**
- (A) Apply appropriate verbal and nonverbal behavior between cultures.

- ~~(B) Analyze cross-cultural similarities and differences in the practices of the culture studied.~~
- ~~(C) Analyze cross-cultural similarities and differences in the products of the culture studied.~~
- ~~(D) Analyze and infer cross-cultural similarities and differences in the perspectives of the culture studied.~~
- ~~(2) **Performance guidelines.**~~
  - ~~(A) Use connected sentences and/or paragraphs when communicating about similarities and differences between the culture studied and their own.~~
  - ~~(B) Use more specialized and precise vocabulary when describing cultural similarities and differences between cultures.~~
  - ~~(C) Use background knowledge to deduce meaning and to understand complex information about cultural similarities and differences.~~
  - ~~(D) Be able to clarify details about cultural differences by asking questions.~~
- ~~(3) **Classroom examples.**~~
  - ~~(A) Study murals painted in both the USA and in the target culture and compare their artistic styles and political messages.~~
  - ~~(B) Discuss the similarities and differences of folk legends in the target culture with those found in the student's own culture.~~
  - ~~(C) Analyze the differences of the concept of life/death between the target culture and the student's own culture.~~
  - ~~(D) Discuss the similarities and differences in the perspectives of time/money/work ethic between the two cultures.~~
  - ~~(E) Explore how ceremonies such as weddings or funerals differ between the target culture and the student's own culture.~~
- ~~(j) **Standard – school and community.** Students will use the language both within and beyond the school setting.~~
  - ~~(1) **Progress indicators.**~~
    - ~~(A) Research the benefits of being able to communicate in more than one language.~~
    - ~~(B) Interact appropriately in the target language in real-life situations.~~
    - ~~(C) Maintain ongoing personal contact with a native speaker.~~
    - ~~(D) Provide services such as tutoring, interpreting, and public performances within and beyond the school community using the target language.~~
  - ~~(2) **Performance guidelines.**~~
    - ~~(A) Narrate and describe using connected sentences and paragraphs in present and other time frames when interacting on topics of personal, school, and community interest.~~
    - ~~(B) Communicate with a fairly high degree of facility when making oral and written presentations about familiar and well-researched topics.~~
    - ~~(C) May encounter difficulty comprehending language dealing with abstract topics.~~
    - ~~(D) Understand main ideas and significant details on a variety of topics, although comprehension may be uneven.~~
  - ~~(3) **Classroom examples.**~~
    - ~~(A) Using e-mail communication, survey students in the target culture concerning U.S. involvement in world affairs and then compile and analyze the data.~~
    - ~~(B) Intern with someone from the business community who uses the target language at work.~~

- ~~(C) Volunteer to interpret for a community service, such as a clinic, that serves speakers of the target language.~~
- ~~(D) Interview bilingual professionals to find out how being bilingual has enhanced opportunities in their field.~~
- ~~(E) Prepare and conduct a survey among corporations and businesses to identify second language skills required of their employees.~~
- ~~(k) **Standard – personal enrichment.** Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.~~
  - ~~(1) **Progress Indicators.**~~
    - ~~(A) Initiate and sustain long-term associations with others proficient in the language.~~
    - ~~(B) Use a variety of sources for entertainment or personal growth such as films, books, Internet, or social events.~~
    - ~~(C) Critically discuss current issues of the target culture.~~
    - ~~(D) Pursue personal interests in various aspects of the target culture.~~
  - ~~(2) **Performance guidelines.**~~
    - ~~(A) Are able to be understood by those with whom they interact, although there may still be a range of linguistic inaccuracies, and on occasion the communication partner may need to make a special effort to understand the message.~~
    - ~~(B) Understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on TV, radio, video, or live and computer-generated presentations, although comprehension may be uneven.~~
    - ~~(C) Occasionally do not comprehend but usually are able to clarify details by asking questions.~~
    - ~~(D) Formulate paragraph-length and longer oral and written presentations in present time, on topics of personal, school, community and global interest.~~
    - ~~(E) May show some inaccuracies and/or interference from the native language when presentations deal with multiple time frames and/or other complex structures.~~
  - ~~(3) **Classroom examples.**~~
    - ~~(A) Participate in a study abroad program and/or host an exchange student from the target culture.~~
    - ~~(B) Interact with an exchange student in the target language.~~
    - ~~(C) Volunteer in the community where the target language can be utilized.~~
    - ~~(D) Attend performances presented in the target language.~~
    - ~~(E) Using electronic media, report on current events from the target culture.~~
    - ~~(F) Using the target language, teach others the rules and strategies of a popular sport of the target culture.~~

## RULE IMPACT STATEMENT

### TITLE 210. STATE DEPARTMENT OF EDUCATION CHAPTER 15. CURRICULUM AND INSTRUCTION SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS PART 15. OKLAHOMA STANDARDS FOR WORLD LANGUAGES

- a. **What is the purpose of the proposed rule change?**  
The Oklahoma Standards for World Languages were revised as scheduled in 2015, under the new approval procedure established by House Bill 3399 (2014). HB 3399 removed the approval of academic subject standards from the administrative rulemaking process. Now that the new standards have received legislative approval and been codified under five new rule sections in Part 15, the superseded former standards must be revoked to update the code.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**  
The proposed changes will affect teachers and students of World Languages.
- c. **What classes of persons will benefit from the proposed rule change?**  
The proposed changes will benefit teachers and students of World Languages.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**  
The agency does not anticipate any economic impact upon affected classes of persons or political subdivisions as a result of implementation of the proposed rule change at this time.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**  
The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**  
The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**  
The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**  
No.
- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

k. **Date Prepared:** October 5, 2015

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 20. STAFF  
SUBCHAPTER 27. SUPPORT PERSONNEL**

**210:20-27-1. Support personnel; reporting requirements**

(a) **Reporting requirements.**

- (1) No later than October ~~15~~ of each year, all public school districts must file ~~an~~ **"Preliminary (Pre-Print)Initial** Support Personnel Report" with the State Department of Education. The report shall list all support employees in their employ.
- (2) No later than February 1 of each year, all public school districts must file a revised **"FinalMid-Year** Support Personnel Report" with the State Department of Education. The report shall contain any corrections, deletions, and additions that have occurred since the ~~preliminaryinitial~~ report was filed so that more accurate information is available for state aid calculations, legislative projections and other statistical requirements. State Aid funds shall be withheld from any school district that does not submit the **"FinalMid-Year** Support Personnel Report" by February 1. Only after the report has been received by the State Department of Education shall the withheld State Aid funds be released to the school district.
- (3) No later than ~~June 1~~**July 15** of each year, all public school districts must file a "Supplemental Support Personnel Report" with the State Department of Education showing the changes for support personnel previously listed as well as all information required on any new support employees not previously listed. This report shall contain any corrections or changes to be made to the **"FinalMid-Year** Support Personnel Report."

(b) **Information to be reported.** ~~The following information is required on the Support Personnel Reports:~~

- (1) ~~Name~~
- (2) ~~Social Security Number~~
- (3) ~~Building site code~~
- (4) ~~Gender~~
- (5) ~~Race~~
- (6) ~~Position(s) and salary~~
- (7) ~~Months, hours per day, and estimated hours per year assigned~~
- (8) ~~Other information as deemed necessary~~
- (9) ~~Job code and function~~
  - (A) ~~01 Noncertified Business Manager, District Treasurer and Administrative Assistant~~
  - (B) ~~02 Secretarial and Clerical~~
  - (C) ~~03 Teacher's Assistant~~
  - (D) ~~04 Maintenance and Plant Operation~~
  - (E) ~~05 Food Service~~
  - (F) ~~06 Regular Bus Drivers~~
  - (G) ~~07 Substitute and Activity Drivers~~
  - (H) ~~08 Noncertified Health Care, i.e. LPN, etc.~~
  - (I) ~~09 Technicians, such as occupations requiring knowledge and manual skills which can be obtained by approximately two years post-high school education (programmers, draftsman, inspectors, etc.)~~
  - (J) ~~10 Skilled Crafts, such as mechanics, electrician, etc.~~
  - (K) ~~11 Other Personnel~~

(L) — 12 Early Childhood/CDA

(M) — 13 OPAT Teacher (Oklahoma Parents As Teachers)

(N) — 14 Physical Therapist (state licensed, but not certified by the State Department of Education)

(O) — 15 Occupational Therapist (state licensed, but not certified by the State Department of Education)

(P) — 16 Security

(Q) — 17 Library Support Staff The report shall list all support personnel in the district and shall list for each person their demographic information, salary and fringe benefits received by job class, hours worked per day, number of days employed, and other information as deemed necessary by the State Department of Education.

## RULE IMPACT STATEMENT

### TITLE 210. STATE DEPARTMENT OF EDUCATION

#### CHAPTER 20. STAFF

#### SUBCHAPTER 27. SUPPORT PERSONNEL

- a. **What is the purpose of the proposed rule change?**  
The proposed amendments to 210:20-27-1 update the school district reporting requirements for support personnel to incorporate changes made last year to the report titles and reporting dates in the certified personnel rule. The "Preliminary (Pre-Print) Support Personnel Report" due October 1 is updated to the "Initial Support Personnel Report", due October 15. The "Final Support Personnel Report" is re-titled as the "Mid-Year Support Personnel Report", because it is not the final report of the year. The "Supplemental Support Personnel Report" due June 1 is updated with a July 15 due date. The list of required report elements is also simplified for districts' convenience.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**  
The proposed changes will affect school districts.
- c. **What classes of persons will benefit from the proposed rule change?**  
The proposed changes will benefit school districts.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**  
The agency does not anticipate any economic impact upon affected classes of persons or political subdivisions as a result of implementation of the proposed rule change at this time.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**  
The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**  
The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**  
The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**  
No.
- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

k. **Date Prepared:** October 7, 2015

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 25. FINANCE  
SUBCHAPTER 3. FUNDING CRITERIA**

**210:25-3-4. Personnel**

- (a) Teachers who have not yet received their degrees shall be considered as having a degree if all requirements have been completed except participation in graduation exercises.
- (b) A teacher who has taught more than one-half of a day for 120 days or more shall be considered as having had one year of experience. A teacher who has taught the equivalent of 120 days within not more than two contractual years shall be considered as having had one year of experience. Experience shall be counted if the individual was legally employed and paid from funds under the supervision of a school board of education or any school accredited by the State Board of Education. Practice teaching or a practicum in a teacher-training institution shall not be considered as experience. Veterans Agricultural training instructors or any teacher employed full-time by an accredited college or university shall be considered as having one (1) year of teaching experience for each year of service after July 1, 1945, if such teaching experience is approved by the State Board of Education, provided such teacher held a bachelor's degree at the time these services were performed and was eligible to have been issued a teaching certificate.
- (c) Any district identified as contracting with a teacher, or administrator without a valid certificate shall be penalized in state aid. The state aid penalty amount shall be the salary amount paid by the district for the number of days the teacher or administrator taught without a valid certificate in excess of allowable substitute days.
- (d) All teachers must have an official transcript on file with the Professional Standards Section showing the degree completed.
- (e) The timeframe for submitting Initial Personnel Reports shall be open from September 1 through October 1 of each year. No later than October 1, all public school districts must file an accurate Initial Personnel Report with the State Department of Education. The report shall list all personnel in the district and shall list for each person the position code, compensation, degree, certification information, years of qualified experience, number of days employed and other information as deemed necessary. Beginning with the 2004-2005 school year the school district will report to the State Department of Education the salary and benefit information disaggregated as required by law. For each employee not returning from the previous year, a reason for no return code shall be recorded. The Initial Personnel Report must be certified no later than October 15.
- (f) From November 1 through December 15 of each year, a school district superintendent shall have access to the district's Initial Personnel Report. During this period, the superintendent will be permitted to make necessary corrections and updates to the report. Any changes made by a superintendent to the school district's Initial Personnel Report must be submitted no later than December 15. Reports are to be recertified after updates are complete.
- (g) The timeframe for submitting Mid-Year Personnel Reports shall be open from January 1 through February 1 of each year. No later than February 1, all public school districts must file an accurate revised Mid-Year Personnel Report with the State Department of Education. The report shall contain any corrections, departures, and additions that have occurred since the October 1 Initial Personnel Report was filed so that more accurate information is available for state aid calculations, legislative projections and other statistical requirements. State Aid funds shall be withheld from any school district that does not submit the Mid-Year Personnel Report by

February 1. Only after the accurate report has been received by the State Department of Education shall the withheld State Aid funds be released to the school district.

(h) From February 15 through May 15 of each year, a school district superintendent shall have access to the district's Mid-Year Personnel Report. During this period, the superintendent will be permitted to make necessary corrections and updates to the report. Any changes made by a superintendent to the school district's Mid-Year Personnel Report must be submitted no later than May 15. Reports are to be recertified after updates are complete.

(i) All public school districts must file an accurate End-of-Year Supplemental Personnel Report showing the changes for personnel previously listed as well as all information required on any new employees not previously listed. This report shall contain any corrections or changes to be made to the February 1 Mid-Year Personnel Report. All employees that departed the school district prior to completion of the school year shall be given a "Reason-For-Leaving" code and have salary and days employed adjusted. School districts shall also file the Certified Substitute Teachers Report listing the number of days taught in the school year by all certified substitute teachers. The timeframe for submitting End-of-Year Supplemental Personnel Reports and Certified Substitute Teachers Reports shall be open from June 1 to July 15 of each year. These two reports shall be filed with the State Department of Education not later than July 15.

(j) If the district pays a teacher less than the minimum salary required by law, the difference shall be deducted from the next payment of state aid, or a claim shall be filed by the Director of Finance to recover any such overpayment to the school district.

(1) The School Personnel Records Section will notify the school superintendent of all potentially underpaid teachers after the Mid-Year Personnel Reports are filed with the State Department of Education in February. The school superintendent shall notify the School Personnel Records Section of the district's intent to pay the teacher the underpaid amount or to dispute the amount. If disputed, the school superintendent is responsible for providing documentation to the School Personnel Records Section to show the teacher was not underpaid based on the state minimum salary schedule. The State Aid Section shall withhold from state aid the amount underpaid by October 1 in the school year following the year in which the underpayment occurred.

(2) The method for calculating teacher salaries to ensure state minimums are met shall be determined by the School Personnel Records Section.

(k) If a teacher asserts that the school district he or she is employed by and was employed by the previous year, (or if underpayment occurred prior to July 1, 2002, and the teacher filed an action to recover an underpayment in a court of competent jurisdiction before July 1, 2002), has reduced the salary and/or fringe benefit level without a proportionate reduction in hours or duties, the teacher may file a complaint with the State Department of Education's School Personnel Records Section. The complaint must be accompanied by documentation sufficient to justify the allegations in the complaint. The teacher shall also send a copy of the complaint and supporting documentation to the superintendent of the school district. The documentation shall include, but not be limited to, the teacher's salary and benefit amount for each year in question. The superintendent shall be given an opportunity to submit documentation to refute the teacher's claim within 20 calendar days of receipt of the complaint. The School Personnel Records Section shall review all the documentation presented and present the complaint to the State Board of Education for determination of whether the school district willfully reduced the teacher's salary and benefits in violation of the law. If the school district does not provide a response and supporting documentation to the complaint, the complaint shall be upheld. In the event the

review of the documents reveals that the complaint is valid, the State Board of Education shall withhold the amount underpaid from the district's state aid as a penalty. Additionally, the same amount shall be withheld and that amount shall be sent to the teacher.

(l) Any superintendent, principal, or teacher shall not be considered as having received their minimum salary unless such salary is paid by school district warrants issued by the board of education or the school district.

(m) Personnel on the staff of the Oklahoma Department of Career and Technology Education shall be approved by the State Board of Education for increment purposes.

(n) Certified personnel teaching in Manpower Skill Centers and other Manpower Development Training Programs approved by the Oklahoma Department of Career and Technology Education shall be considered as teaching in a school approved by the State Board of Education for increment purposes as provided by Oklahoma School Law.

~~(o) Certified personnel teaching in virtual charter schools shall be considered as teaching in a school approved by the State Board of Education for increment purposes as provided for by Oklahoma School Law.~~

## RULE IMPACT STATEMENT

### TITLE 210. STATE DEPARTMENT OF EDUCATION

#### CHAPTER 25. FINANCE

#### SUBCHAPTER 3. FUNDING CRITERIA

- a. **What is the purpose of the proposed rule change?**  
The proposed amendment removes language that too broadly states the eligibility of certain teachers for credit for years of teaching service. Certified teachers employed by charter schools are eligible to accrue years of service in the same manner as teachers in traditional public schools, although the minimum salary schedule itself does not apply to charter schools. However, some Statewide Virtual Charter Schools do not directly contract with their teachers and instead contract with a third party education services provider which employs the teachers. Because teachers who work for these third party contractors are not actually employees of the school, years of service cannot be counted for these indirectly employed teachers. The amendment is necessary because the language of subsection (o) is overbroad, implying that all teachers at Statewide Virtual Charter Schools are eligible for years of service credit regardless of their employment status. Certified teachers who contract directly with Statewide Virtual Charter Schools are and will remain eligible for credit for years of service, but striking the problematic language from the rule will prevent confusion over eligibility.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**  
The proposed changes will affect teachers at statewide virtual charter schools.
- c. **What classes of persons will benefit from the proposed rule change?**  
The proposed changes will benefit teachers directly employed by statewide virtual charter schools.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**  
The agency does not anticipate any economic impact upon affected classes of persons or political subdivisions as a result of implementation of the proposed rule change at this time.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**  
The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**  
The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**  
The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.

h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**

No.

i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

k. **Date Prepared:** October 8, 2015

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 25. FINANCE**

**210:25-7-1. Oklahoma Cost Accounting System**

(a) **Definitions.** The following words and terms, when used in this section, shall have the following meaning unless the context clearly indicates otherwise:

- (1) **"Equipment"** means an article of nonexpendable tangible personal property having a useful life of more than one year and an acquisition cost of at least ~~\$2,500~~\$5,000 as established by the State Department of Education.
- (2) **"Fiscal year"** means a twelve month period of time, from July 1, through June 30, to which the annual budget applies and at the end of which the district determines its financial position and the results of its operations.
- (3) **"Function"** means the activity being performed for which a service or material object is required.
- (4) **"Fund"** means a fiscal and accounting entity, with a self-balancing set of accounts recording resources, liabilities, residual balances or changes therein.
- (5) **"Job Classification"** means a classification used to identify expenditures for salaries and employee benefits by employee's job.
- (6) **"Object"** means the service or goods obtained.
- (7) **"Operational Unit"** means a classification used to identify the accredited instructional site according to grade span or the non-accredited/non-instructional site at which personnel serve the entire district.
- (8) **"Program"** means the plan of activities and procedures designed to accomplish a predetermined objective.
- (9) **"Project Reporting"** means a reporting dimension which permits LEAs to accumulate expenditures to meet a variety of specialized management and reporting requirements, regardless of whether they are district, state, or federal. Expenditures and revenues may be accumulated under individual projects with the flexibility of accommodating additional projects that LEAs might wish to account for on a permanent or temporary basis.
- (10) **"Source of Revenue"** means a segregation of revenues by source. The primary classification differentiates district, intermediate, State and Federal revenue sources. Revenues from restricted sources would be further classified using the Project/Reporting dimension.
- (11) **"Subject"** means a group of related subjects which allows accumulation of costs in particular academic or curricular subject areas.

(b) **Source; interpretation.** The Oklahoma Cost Accounting System uses the account classification system developed by the National Center for Education Statistics in the handbook FINANCIAL ACCOUNTING FOR LOCAL AND STATE SCHOOL SYSTEMS, ~~1990~~2014 Edition. Specific account codes by name and number are published in the State Department of Education publication OKLAHOMA COST ACCOUNTING SYSTEM MANUAL. A current edition of this publication shall be available from the administrative head of the Finance Division and on the Financial Accounting website.

(c) **Dimension codes.** Dimension codes are divided into expenditures and revenues. Each is further subdivided into the following codes.

- (1) Expenditure dimensions include:
  - (A) Fiscal year

- (B) Fund
- (C) Project reporting
- (D) Function
- (E) Object
- (F) Program
- (G) Subject
- (H) Job classification
- (I) Operational unit
- (2) Revenue dimensions include:
  - (A) Fiscal year
  - (B) Fund
  - (C) Project reporting
  - (D) Source of revenue
  - (E) Program
  - (F) Operational unit

## RULE IMPACT STATEMENT

### TITLE 210. STATE DEPARTMENT OF EDUCATION

#### CHAPTER 25. FINANCE

#### SUBCHAPTER 7. CLASSIFICATION OF FINANCIAL TRANSACTIONS

- a. **What is the purpose of the proposed rule change?**  
The rule governing the Oklahoma Cost Accounting System (OCAS) must be updated to reflect changes to federal regulations and guidance. The definition for "Equipment" is amended from an acquisition cost of at least \$2,500 to \$5,000, to reflect a revised dollar amount in the Code of Federal Regulations definition. A reference to an outdated handbook is also updated, and a statement is added referring to the availability of the OCAS manual on the State Department of Education website.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**  
The proposed changes will affect schools and school districts.
- c. **What classes of persons will benefit from the proposed rule change?**  
The proposed changes will benefit schools and school districts.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**  
The agency does not anticipate any economic impact upon affected classes of persons or political subdivisions as a result of implementation of the proposed rule change at this time.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**  
The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**  
The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**  
The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**  
No.
- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**  
The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

k. **Date Prepared:** October 2, 2015

## **REGULATORY LANGUAGE REQUIRING AMENDMENT TO 210:25-7-1**

### **2 C.F.R. § 200.33 Equipment.**

*Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. See also §§200.12 Capital assets, 200.20 Computing devices, 200.48 General purpose equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies.