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# PASS

Report on the Review of the Oklahoma Priority Academic Student Skills  
Standards for English Language Arts and Mathematics

October 16, 2014

## 2014-15 OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION



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## EXECUTIVE SUMMARY

- Pursuant to HB 3399, the Oklahoma State Regents for Higher Education (OSRHE) conducted a review for college- and career-readiness of the English Language Arts (ELA) and Mathematics Priority Academic Student Skills (PASS) standards.
- Two committees – consisting of faculty subject-matter experts from State System colleges and universities – were formed to review the ELA and Mathematics standards.
- The reviewers compared the alignment of the PASS standards with the ACT Standards for College and Career Readiness to determine whether students would require remediation.
- The ACT Standards for College and Career Readiness are listed according to ACT score ranges. The score ranges selected for alignment are consistent with OSRHE policy and research.
- The ELA review committee determined that each of the ACT standards in the ACT score ranges of 20-23 and 24-27 was aligned with at least one comparable ELA PASS standard.
- Similarly, the Mathematics review committee determined that each of the ACT standards in the ACT score ranges of 20-23 and 24-27 was aligned with at least one comparable Mathematics PASS standard.
- The Mathematics committee unanimously concluded that the Mathematics PASS standards are college- and career-ready and that students who mastered the standards would be prepared for a first-year college mathematics course such as college algebra. The committee also listed five specific concerns and recommendations to further strengthen the Mathematics PASS standards.
- The ELA committee unanimously concluded that the ELA PASS standards are college- and career-ready and that students who mastered the standards would be prepared for a first-year college English composition course. The committee also listed three broad concerns with recommendations to further strengthen the ELA PASS standards.
- Adopting rigorous standards is one of four academic factors that impact the college-readiness preparation of students. The other academic factors are curriculum, instruction and assessments.
- These conclusions and the OSRHE review process were independently reviewed and supported by Southern Regional Education Board (SREB) consultants.



# REPORT ON THE REVIEW OF THE OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS STANDARDS FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS

## Introduction

Review of the Mathematics and English Language Arts Priority Academic Student Skills (PASS) standards was conducted by the Oklahoma State Regents for Higher Education (OSRHE) in compliance with HB 3399, which directed the following:

“Upon the effective date of this act, the State Board of Education shall seek certification from the State Regents for Higher Education that the subject matter standards for English Language Arts and Mathematics which were in place prior to the revisions adopted by the Board in June 2010 are college- and career-ready as defined in the Federal Elementary and Secondary Education Act (ESEA) Flexibility document issued by the United States Department of Education and referenced in Option B of Principle 1: College- and Career-Ready Expectations for All Students. The State Regents shall provide the Board a detailed description of the certification process and results, including a list of deficiencies if the State Regents conclude that the standards are not college- and career-ready.”

This report describes the process used by OSRHE to determine whether the English Language Arts (ELA) and Mathematics PASS standards are college- and career-ready and the findings of the reviewers.

## Process

In April and May 2014, prior to the passage of HB 3399, which repealed Common Core State Standards (CCSS), OSRHE staff notified the Council on Instruction (COI), composed of the chief academic officers of all public institutions of higher education, of the pending legislation. COI members were asked to identify faculty who could contribute to this effort in the event that HB 3399 became law.

Immediately following the enactment of HB 3399, Chancellor Glen D. Johnson instructed Dr. Blake Sonobe, vice chancellor for academic affairs, to assemble two committees of subject-matter experts who would review the ELA and Mathematics PASS standards for college- and career-readiness. Higher education faculty recruitment began immediately. Simultaneously, OSRHE academic affairs staff began the collection and analysis of documents from previous reviews of the PASS standards. Facilitators experienced in standards development and review were also selected to serve on the two committees. OSRHE staff consulted with the facilitators to identify rigorous but efficient procedures for the review of the PASS standards.

The facilitators selected on the basis of their experience with evaluating standards were Dr. Jennifer Watson, ELA facilitator, currently an education consultant and formerly an English teacher and director of secondary language arts education with the State Department of Education (SDE); and Ms. Stacey Weinand, Mathematics facilitator, currently a mathematics teacher at Norman High School and formerly an adjunct instructor at the University of Oklahoma, an academic affairs staff member at OSRHE and SDE director of mathematics. Watson’s and Weinand’s vitae are listed as Attachments 1 and 2, respectively.

Although over 20 faculty members in both ELA and Mathematics indicated an interest in participating in the reviews, 14 were available to serve on each of the two committees. Qualified faculty included deans and chairs of departments, mathematics and English faculty, developmental education faculty, and those who train high school teachers.

## ELA and Mathematics Review Committee Members

### ELA Review Committee

Dr. Janet Barker, Associate Professor of English, Southeastern Oklahoma State University

Dr. Maria Christian, Communications Instructor, Oklahoma State University Institute of Technology

Sloan Davis, Assistant Professor of English, Tulsa Community College

Dr. Dewayne Dickens, Associate Professor, Developmental Studies, Tulsa Community College

Wendy Eddy, Assistant Professor of English, Tulsa Community College

Dr. Phyllis Isaacs, Assistant Professor of Education, East Central University

Dr. Lisa Lohmann, Associate Professor, Educational Sciences, Foundations and Research, University of Central Oklahoma

Dr. James Machell, Dean, College of Education and Professional Studies, University of Central Oklahoma

Gerald Mihelic, Chair and Assistant Professor of Education, Oklahoma Panhandle State University

Dr. Cathy Moore, Chair, Language Arts Division, Northern Oklahoma College

Dr. Sara Richter, Dean of Liberal Arts and English Professor, Oklahoma Panhandle State University

Dr. Jennifer Sanders, Associate Professor of Literacy Education, School of Teaching and Curriculum Leadership, Oklahoma State University

Dr. Wilma Shires, Assistant Professor of English, Southeastern Oklahoma State University

Jennifer Snell, Instructor of Education, East Central University

Jeana West, Language Arts Department Chair, Murray State College

### Mathematics Review Committee

Robert Bennett, College Preparatory Instructor, College Readiness Center, Oklahoma State University Institute of Technology

Greg Boyd, Mathematics Department Chair, Murray State College

Deborah Claxton, Instructor of Education and Mathematics Education Specialist, East Central University

Tracy Emmons, Math and Engineering Faculty, Northern Oklahoma College

Dr. Regina Foster, Science Faculty and Math Instructor, Oklahoma State University Institute of Technology

Dr. Joyce Friske, Associate Professor, Science and Math, Tulsa Community College

Jane Hammtree, Associate Professor, Science and Math, Engineering Technology, Tulsa Community College

Dr. Layne Heitz, Assistant Professor of Mathematics, Southeastern Oklahoma State University

Dr. James Machell, Dean, College of Education and Professional Studies, University of Central Oklahoma



Alana McAnally, Coordinator of Developmental Math, University of Central Oklahoma

Shelly O’Mealey, College Preparatory Instructor, College Readiness Center, Oklahoma State University Institute of Technology

Lance Phillips, Associate Professor of Developmental Mathematics, Tulsa Community College

Dr. Stacy Reeder, Chair, Department of Instructional Leadership and Academic Curriculum, Associate Professor, Mathematics Education, University of Oklahoma

Dr. Max Simmons, Dean of Mathematics, Engineering and Physical Sciences, Oklahoma City Community College

Dr. Juliana Utley, Associate Professor, Mathematics Education, Oklahoma State University

The review method compared the alignment of the standards under consideration with standards deemed appropriate for the intended purpose. In this case, the PASS standards were compared with a set of standards used in Oklahoma as college- and career-ready. After the study was completed, the results were analyzed for gaps between the standards and major deficiencies in the standards under consideration. In this review, the PASS standards were aligned with the ACT Standards for College and Career Readiness. The ACT standards were selected because ACT scores are used by the Oklahoma State System of Higher Education for admissions and course placement and are accepted as a measure of college- and career-readiness. The ACT English and Reading standards are listed in Attachments 3 and 4, respectively; the ACT Mathematics standards are listed in Attachment 5; the ELA PASS standards are listed in Attachment 6; and the Mathematics PASS standards are listed in Attachment 7.

ACT organizes its standards according to ACT score ranges. For example, for a score in the range of 16-19, ACT has identified standards that must be met to achieve a score in that range. For this review, standards corresponding to score ranges of 20-23 and 24-27 were used for alignment with the PASS standards. These score ranges were selected because OSRHE set the minimum ACT cut score for remediation in each of the four subject areas of English, Mathematics, Reading and Science based on OSRHE policies (3.19 Assessment Policy and 3.20 Remediation Policy) and previous research. In 1994, OSRHE established the requirement for all students to be remediated if they did not earn at least a 19 on the ACT Mathematics subject test. Approximately every five years, OSRHE contracts with ACT to conduct a course placement study using Oklahoma student data.

<b>ACT College and Career Readiness Score Ranges (shaded ranges were reviewed by OSRHE)</b>	13-15	16-19	20-23	24-27	28-32	33-36
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Review of these findings by COI is used to verify the ACT cut scores. The 2011 ACT study predicted that 74 percent of students with an ACT subject score of 19 would earn at least a grade of C in English composition, 63 percent in general mathematics, and 57 percent in college algebra. A brief summary table outlining this extensive study can be found in Attachment 8. In 2004, OSRHE received a final report from the Student Preparation Task Force recommending the continued use of the ACT standards as benchmark competencies. For 2014 Oklahoma high school graduates, students with an ACT score of 27 in English are in the 87<sup>th</sup> percentile; in Reading, the 82<sup>nd</sup> percentile; and in Mathematics, the 93<sup>rd</sup> percentile for Oklahoma test takers.

The Mathematics and ELA PASS standards were compared to the ACT standards on July 21 and July 29, respectively. The process involved selecting one ACT standard at a time and reviewing the PASS standards to identify PASS standards and skills that aligned, or compared significantly, with the ACT standard. The process continued until all ACT standards in the selected ranges were reviewed. The ACT and PASS standards and the alignment worksheets were provided to the committee members prior to the first review meeting. Prior to and during the first meeting, the committee members individually completed the alignment analysis. The ELA committee was divided into two groups; one to individually compare PASS standards to the ACT Reading standards, and the other to individually compare PASS standards related to writing to the ACT English standards. Each member of the Mathematics committee individually reviewed all standards. Once each committee member completed the assigned alignment worksheet and recorded observations, the information was compiled into a single worksheet. The individual worksheets were returned to each reviewer, and the group then discussed the compiled worksheets, which were projected for all to see at the same time.

During the second meetings of the Mathematics and ELA standards review on September 17 and 19, respectively, consultants from SREB provided an independent analysis and assisted the committees in critically reviewing their findings. The worksheets were refined to include only PASS standards that focus directly on the corresponding ACT standard or are prerequisites and necessary to maintain the concept or skill. The observations were discussed to ensure that they accurately reflected the views of the committee members. Sheila Byrd Carmichael, currently an education consultant and formerly the founding director of the American Diploma Project and deputy executive director of the California Academic Standards Commission, served as the ELA consultant. Dr. Janie Schielack, currently a professor of mathematics and associate dean for assessment and pre-K to 12 education at Texas A&M University and formerly an elementary teacher and a member of the Texas Education Agency team to develop and implement Texas' mathematics standards, served as the Mathematics consultant. Carmichael's and Schielack's vitae can be found in Attachments 9 and 10, respectively. The ELA alignment worksheets can be found in Attachment 11 (English) and Attachment 12 (Reading). The Mathematics alignment worksheet can be found in Attachment 13.

## **Impact of Standards, Curriculum, Instruction and Assessment on College- and Career-Readiness**

Adopting rigorous standards is one of four academic factors that can determine student preparation and readiness for college and careers. The other important factors are (1) aligning the curriculum, (2) enabling quality instruction, and (3) implementing assessments that improve teaching and learning. The teaching and learning process is known to be complex and encompass many components. The adopted set of standards is only one of these components. Standards must be supported by a well-aligned curriculum that provides a pedagogically sound route to attaining the standards. The entire curriculum must be delivered with appropriate instruction. The teaching must be supported by appropriate textbooks that align with the curriculum and lesson plans and by resources such as visual aids, demonstrations, videos, etc., that enhance the teaching.

A competent, qualified teacher is essential to teach and assist the students in the learning process. Certification and staffing rules should be aligned with this goal. The effectiveness of teachers is too often reduced by in-class disciplinary problems, excessive absences or tardiness, students not completing assigned homework, students whose primary language at home is not English, students not prepared for the grade level of the class, and excessive numbers of students with Individual Education Plans. Each of these issues has the potential to be disruptive and reduce the time on task the teacher is able to give the students in the class. Each detracts from effective and efficient teaching and learning.

Quality testing instruments aligned with the curriculum are necessary to assess if the students are learning and understanding the course materials and meeting the standards. Assessment tools should assist the teachers in identifying areas where students are performing well and where additional work is needed. All standards should be included in the state assessments in order to fully support the adopted standards and to prepare all students. Often, students who do not perform well on the mathematics portion of the ACT and/or the first mathematics course in college did not take a mathematics course in the senior year of high school. Studies have shown that taking a senior-level mathematics course will lower the probability that the student will require remediation.

## Findings

### Mathematics PASS Standards

The unanimous conclusion of the faculty is that the Mathematics PASS standards, if mastered, prepare students for a college freshman-level mathematics course such as college algebra. They determined that each of the 51 ACT Mathematics College and Career Readiness Standards in score ranges 20-23 and 24-27 were matched to at least one standard in PASS which, at a minimum, meets the definition of college- and career-ready as defined by OSRHE. However, more clearly written standards and state-level assessments that test all standards would enhance the teaching and learning of mathematics. Additionally, the committee noted that students who do not take a mathematics course in the senior year tend to experience more difficulty in college mathematics. The committee also listed five specific concerns and recommendations to further strengthen the Mathematics PASS standards.

**CONCERN 1:** The ACT College and Career Readiness Standard for “work with numerical factors” did not appear to be specifically addressed in high school PASS, but it is necessary to demonstrate mastery of other high school skills, such as the PASS “simplify and evaluate linear, absolute value, rational and radical expressions” or “factor polynomial expressions.” Since “work with numerical factors” was at a score range of 24-27, there was much discussion about the intent of this standard. Upon review of some possible ACT questions, this standard seemed to imply more number-theory concepts than computational or procedural use.

**RECOMMENDATION:** Standards should be clear as to the intent of the standard to avoid differences in interpretation. For example, clarification may be needed to reflect a level of number theory or conceptual understanding rather than computational or procedural use.

**CONCERN 2:** In some instances, the wording of the Mathematics PASS standards was more vague than in the ACT standards, and the faculty had to decide whether the specific ACT standard was implied in the more general PASS standard. For example, the ACT standard is “recognize Pythagorean triples,” while the PASS standard is “Use the Pythagorean Theorem and its converse to find missing side lengths and to determine acute, right, and obtuse triangles, and verify using algebraic and deductive proofs.”

**RECOMMENDATION:** Specific wording from the ACT standards should be included in the more general PASS standard, such as a “must include” or “for example” insertion.

**CONCERN 3:** In some instances, the level of rigor may not be consistent from ACT to PASS. For example, the ACT standard of “order fractions” was addressed in PASS grades 5, 6 and 7. However, this ACT standard is at a score range of 24-27, which implies a higher level of rigor than typical middle school mathematics. The faculty members were concerned that the level of rigor expected by ACT might not be addressed in the high school PASS.

**RECOMMENDATION:** If they are considered maintenance skills, then the intent should be clearly stated in PASS standards with the appropriate level of rigor and/or the intent for how the standard should be used to increase the rigor of the high school standard.

**CONCERN 4:** Some Mathematics PASS standards are listed with an asterisk, meaning they are not assessed at the state level through the Oklahoma Core Curriculum Tests, and few of the process standards (problem-solving, communication, reasoning, connections and representation) are included in the state assessments.

**RECOMMENDATION:** The faculty recommends that all standards be included in the state assessments to reinforce the teaching of all standards to all students.

**CONCERN 5:** The faculty expressed concern that the high remediation rate in mathematics is not the result of the standards but is impacted by many other issues, such as assessment, curriculum, instruction, and type or number of mathematics courses taken in high school.

**RECOMMENDATION:** The faculty recommends that more efforts be made to emphasize the importance of implementing standards thoroughly, comprehensively and with fidelity; align curricula; and assess all standards.

## ELA PASS Standards

The unanimous conclusion of the faculty is that the ELA PASS standards in grades 9-12, if mastered, prepare students for college course work such as English composition at the freshman level. The faculty found that each of the 56 ACT ELA College Readiness Standards in score ranges 20-23 and 24-27 were matched to at least one standard in PASS, which, at a minimum, meets the definition of college- and career-ready as defined by OSRHE. The committee also listed three broad concerns with recommendations to further strengthen the ELA PASS standards.

**CONCERN 1 (COHERENCE):** While thorough and comprehensive, the intentional development of knowledge and skills across grades is not always transparent in the ELA PASS document.

### RECOMMENDATIONS:

- A K-12 matrix, or scope and sequence, of the standards for each strand would show the progression of knowledge and skills through grade levels. Such a matrix would help teachers, supervisors, districts, parents and others to identify when students are introduced to a standard and at what point they are expected to have mastered it.

- A reorganization of some of the standards and substandards under each strand would improve coherence. For example, Reading Standard 4, Research and Information, might be separated to help clarify that there are many purposes for reading informational and non-narrative texts beyond conducting research.
- Stressing the interconnectedness in the skills and knowledge students need in order to develop college- and career-ready vocabulary would provide greater coherence within this critical standard. Context clues, structural analysis, wide reading, and reference tools work together and within a framework of the specific reading task. Consult best practices in the systematic teaching of vocabulary when new standards are being written.

**CONCERN 2 (SPECIFICITY):** In total, the language of ELA PASS is straightforward and specific; indeed, PASS is often more specific than the language of the ACT ELA College and Career Readiness Standards. In point, the committee found that the ACT College and Career Readiness Standards for English and Reading contain many examples of “vague language,” such as use of the phrase “and so on” to indicate other assumed but unnamed elements of a standard. However, some language of ELA PASS can be more specific.

#### RECOMMENDATIONS:

- Construct every learning standard statement with a verb that is “assessable.” Teachers, curriculum writers and test designers would appreciate the specificity of having students “defend,” “distinguish,” “estimate,” “paraphrase,” “predict” or “summarize” rather than “understand” or “appreciate.”
- Specific language throughout the Reading and Writing standards that addresses both the interpretation and construction of critical text structures would underscore their importance. Students should be engaged every year in analyzing and composing texts that use cause/effect, problem/solution, complex narrative sequence, claim/counterclaim and other predominant structures.
- Distinguish between argumentation and persuasion in writing standards. Argumentation is a common mode of writing in college and should be emphasized and practiced in middle school and high school.
- Update the ELA PASS Glossary to provide definitions of a broader range of terms. Many will look to PASS to clarify what is meant by “complex texts,” “grade-appropriate” and “readability” (as examples).
- A close review of substandards within the Grammar/Usage and Mechanics Standard at each grade level would resolve some vague expectations for student writers and editors.

**CONCERN 3 (PURPOSE):** The purpose-setting statement that frames ELA PASS should highlight some additional expectations for learners.

#### RECOMMENDATIONS:

- The five-paragraph essay is the foundation, not the culmination, of high school writing. The form should be mastered by the freshman year of high school and used as the basis that supports students to write frequently in multiple and more sophisticated formats.

- The ability to read independently in a range of disciplines is paramount to academic and career success. Learning how to interpret literature and informative, highly technical and often lengthy reading passages should be an overarching goal of ELA PASS.
- The purposes should include the habits of mind that help any person be successful: persistence, responsibility, self-analysis and reflection, and independence.

## **Conclusions of the SREB Consultants**

The SREB consultants provided written reports regarding their review of the PASS standards and the OSRHE process for determining whether these standards are college- and career-ready. Carmichael's ELA report is contained in Attachment 14. Schielack's report is contained in Attachment 15. Both consultants concluded that the process used by the State System faculty was appropriately designed and implemented, and that the PASS standards are college- and career-ready. Sonobe and Dr. Debra L. Stuart, vice chancellor for educational partnerships, provided guidance to the review process and coordinated with the consultants. See Attachments 16 and 17, respectively, for their vitae.

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## EDUCATION

- 2000** Doctor of Philosophy, Educational Administration and Curriculum Supervision, University of Oklahoma. Dissertation: Building Reflection in Second-Year Teachers by Reading and Responding to Literature.
- 1991** Master of Arts in English, University of Central Oklahoma, Edmond, OK. Summa cum laude, Outstanding Graduate Student in English, UCO Outstanding Graduate Student nominee.
- 1976** Master of Education in Secondary Language Arts, Oklahoma City University. Triple emphasis in English, journalism, speech.
- 1974** Bachelor of Arts in English, Oklahoma City University. Great Plan Scholar, Banning Scholar, E.K. Gaylord Communications Scholar. Minor in philosophy/religion.

**Other Training:** Literacy Design Collaborative; Mathematics Design Collaborative; MAX Teaching for Reading & Writing in the Content Areas; Kagan Cooperative Learning Institute; Ruby Payne, *A Framework for Understanding Poverty* Institute; Robert Marzano Institutes, including Academic Vocabulary, Art and Science of Teaching, Coaching Classroom Instruction, Effective Supervision, Formative Assessment and Standards-Based Grading, Instructional Rounds; National Center for Research in Vocational Education Summer Institutes.

## PROFESSIONAL

### **2012- School Improvement Consultant, Southern Regional Education Board**

Project director for Kentucky Middle Grades Schools of Innovation (KMGSI), a partnership between SREB and the Kentucky Department of Education, with current membership of 19 middle schools and seven high schools. Our team of consultants and trainers provides professional development and coaching support for teachers and administrators implementing Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC), nationally-recognized literacy and numeracy instructional frameworks supported by ASCD, the National Writing Project, and the National Literacy Project. Further, project leaders train and coach in *Failure Is Not an Option* and Counseling for Careers. Coaches conduct classroom observations, provide feedback on instruction/lesson design, and offer leadership support for principals and literacy/math specialists during site visits and in follow-up coaching reports. As part of the project, I serve on a team responsible for aligning LDC/MDC tools and strategies with new models of teacher effectiveness evaluation. I write proposals for continuing and new projects for SREB.

### **2011 Assistant State Superintendent, Office of Instruction, Oklahoma State Department of Education**

Responsible for leadership of curriculum, gifted/talented education, safe and healthy schools, Indian education, and child nutrition.

### **2005- Team Leader, Curriculum and Effective Schools, Oklahoma State Department of Education**

**2011** Responsible for leadership of a twelve-member team of curriculum specialists and administrative staff charged with review, revision, and support for implementation of the *Priority Academic*

*Student Skills (PASS)*. Led statewide transition to Common Core State Standards in English Language Arts and Mathematics. Provided guidance/monitoring for school districts' Comprehensive Local Educational Plans (CLEP). Coordinated monitoring/coaching of non-Title I schools sites in need of improvement and served as member of Title I school support teams. Led comprehensive professional development programs to support state learner standards and best practices in the classroom, including development of the curriculum mapping knowledge base in cooperation with the Mid-Continent Comprehensive Center; the State Superintendent's Master Teachers Project and the State Superintendent's Master Teachers Leadership Project; *Windows on Curriculum* classroom data collection and analysis training; Oklahoma *Building Academic Vocabulary* development and training, facilitated by Dr. Robert J. Marzano; annual State Superintendent's Oklahoma *PASS*ages regional curriculum conferences. Facilitated focus groups, drafted rules, maintained minutes and archives for Achieving Classroom Excellence Task Force and Steering Committees; oversaw curriculum team efforts to provide professional development for ACE remediation. Served on American Diploma Project leadership team. Participated in drafting Oklahoma's Race to the Top applications. Oversaw all aspects of Reading Sufficiency Act implementation, including monitoring of district and site plans, approval of claims, and guidance. Represented State Superintendent at Department of Commerce Education Task Force meetings, in conjunction with GROW Oklahoma. Served as agency contact for guidance on concurrent enrollment. Worked cooperatively with assessment division on Oklahoma Core Curriculum Test preparation item review and standards-setting. Served as Milken Educator Award Coordinator for Oklahoma. Monitored departmental use of state funds and federal Title II funds. Prepared performance evaluations for all professional staff and two support staff; reviewed and approved evaluations for all other administrative team members.

**2004- Director of Language Arts, Oklahoma State Department of Education**

**2005** Provided professional development in English language arts to 540 Oklahoma school districts. Facilitated revision of Language Arts writing objectives, participated in Oklahoma Core Curriculum Test Item Reviews and performance standard-setting for reading grades 3-8 and English II End-of-Instruction, and grades 5, 8, and English II Writing review. Supervised language arts and reading master teachers groups.

**1987- Coordinator, Secondary Language Arts, Putnam City Independent School District, Oklahoma**  
**2004 City, OK**

Supervised all aspects of middle school and high school English, developmental reading, journalism, and humanities programs for 19,000-student public school district. Oversaw curriculum and instruction for 90-plus teachers, including curriculum alignment, textbook selection, middle school/high school transition, test interpretation, interdisciplinary integration, long-range planning. Provided professional development training and model teaching to promote quality language arts content and delivery, based on current methodology and research. Served as an adviser and peer coach for entry-year teacher program, and as a member of district Title I literacy task force. Represented district at all Oklahoma Department of Education language arts initiatives, including development of *PASS* objectives, end-of-course test objectives (English II), Oklahoma Core Curriculum Test item reviews and performance standards-setting. Wrote and facilitated writing of grant proposals, including technology for developmental reading, differentiated instruction for ELL/LEP, and formation of AP/pre-AP Vertical Teams. Prior to the staff addition of an elementary language arts coordinator, responsible for the district's kindergarten through twelfth grade language arts program.



**1984- Public Relations Manager, South Community Hospital (Southwest Medical Center),  
1987 Oklahoma City, OK**

Wrote feature stories, news releases, magazine articles and promotional copy on a daily basis. Extensive practical experience in the process of journalistic writing. Editorial responsibility for all publications; recipient of several professional writing and editing awards.

**1982- Public Relations Coordinator, Presbyterian Hospital, Oklahoma City, OK**

**1984** Editorial responsibility for monthly publications; feature writer for quarterly magazines and creative writer for promotional materials.

**1980- Director of Communications, Kimray, Inc., Oklahoma City, OK**

**1982** Produced monthly newsletter and managed employee events for oil and gas equipment manufacturing firm.

**1976- Journalism and English Teacher, Oklahoma City Public Schools, Oklahoma City, OK**

**1980** Taught at Roosevelt Middle School and Frederick Douglass High School.

**RELATED PROFESSIONAL**

Served as Adjunct Professor of Education at Southern Nazarene University and Oklahoma City University; Adjunct Professor of Humanities, Rose State College and Oklahoma State University-OKC. Courses taught include Reading Comprehension in the Content Areas (required graduate course), Secondary Teaching Methods, Teaching Language Arts (required elementary education coursework), Basic Communications, Composition I and II, Introduction to Literature, American Literature, General Humanities, Western Civilization (Singapore exchange).

**Presenter (selected listing)**

SREB College and Career Readiness Networking Conferences and *High Schools That Work* National Conferences, 2012-14; *What Works in Schools* conferences, 2006-10; Oklahoma Curriculum Improvement Commission Fall and Winter Institutes, 2004-09; State Superintendent's Leadership Conferences, 2005-10; State Superintendent's Special Education Conferences, 2005-10.

**Publications (as "J. Huntress")**

Huntress, J. & Jones, L. K. (2003). "Reflective Practice Tools." In Instructional Supervision: Applying Tools and Concepts, S. J. Zepeda. New York: Eye on Education.

Huntress, J. & Jones, L. K. (2000). "Reflective Practice Tools." In Supervision and Staff Development in the Block, S. J. Zepeda & R. S. Mayers. New York: Eye on Education.

Huntress, J. (1998). *The Seven Habits of Highly Ineffective Educators*. (Review). Journal of Staff Development, 20 (2), 66-67.



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STACEY WEINAND  
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***Professional Preparation***

M.Ed., Southeastern Oklahoma State University, Mathematics Education, 1989  
 B.S., Oklahoma State University, Mathematics, 1988

***Professional Experience*****Mathematics Teacher**

Algebra I & Geometry  
 Norman North High School, Norman, Oklahoma 2012-present

**Certified Long Term Substitute Teacher**

Math Analysis & AP Calculus (10 weeks), Algebra (2 weeks) & Geometry (3 weeks),  
 Algebra II (6 weeks), 6<sup>th</sup> grade math (12 weeks)  
 Norman Public Schools 2010 - 2012

**FY10 No Child Left Behind Program Grant Review Team Member**

Federal program to provide states funding for grant program to improve teaching in order to raise student achievement in core academic subjects.  
 Arkansas Department of Higher Education 2010 and 2011

**Summer Academies Grant Reviewer**

Summer Academies allow middle school and high school students in Oklahoma the opportunity to experience college life for free while they explore future careers in math, science and technology.  
 Oklahoma State Regents for Higher Education Fall 2009 and 2011

**Cornerstone Recognition and Rewards Expert Review Team Member**

Program to create incentives for teachers or teams of teachers to improve student content knowledge within the Ardmore and Plainview Public Schools.  
 Ardmore Chamber of Commerce Fall 2008, 2009, 2011

**Adjunct Instructor, EDMA 3053 Problem Centered Learning in Mathematics**

Course designed to develop decision-making processes to provide appropriate mathematical experiences for children from Pre-K through 8<sup>th</sup> grade.  
 University of Oklahoma Spring 2007, Fall 2007, July 2009, Fall 2009, Spring 2010, July 2010

**Mathematics Content Expert**

NAEP Project Supervisor  
 Supervised the alignment team comparing the 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade NAEP items with the Louisiana, Texas, Oklahoma, New Mexico, and Arkansas Mathematics Standards. Prepared analysis reports for EDVANCE.  
 Math Gap Analysis project  
 Compared ACT Standards for Transition to several state's mathematics standards.  
 University of Oklahoma, Outreach (E-TEAM) 2007-2008

**Mathematics Improvement Program (MIP) State Grant Online Course Instructor**

Purpose to increase mathematical content of middle school mathematics teachers. Funded by the Oklahoma Department of Education.

University of Tulsa

2006 - 2009

**Coordinator/Instructor, Track 2 (Higher Education Component)**

Oklahoma Teachers Improving Math in Middle Schools (OTIMMS) State Grant

Purpose to increase mathematical content of middle school mathematics teachers. Funded by the Oklahoma Department of Education.

Oklahoma Education Association

2006 - 2008

**Site Evaluator, No Child Left Behind Program**

Conducted on site observation and prepared written evaluation of a NCLB grant project funded by the Arkansas Department of Higher Education.

Arkansas Department of Higher Education

Summer 2005

**Coordinator, K- 16 Mathematics and Science Partnerships**

Administered the NCLB State Grants (formerly IKE) Program. Created and supervised the 2001 Mathematics Preparation Initiative. Served as liaison between K-12 and higher education mathematics programs.

Oklahoma State Regents for Higher Education

1997 - 2005

**State Director of Mathematics**

Oversaw development of first state mathematics curriculum in Oklahoma (PASS) and the subsequent state assessments for grades 3, 5, 8 and 11. Conducted professional development in K-12 mathematics for teachers across the state. Serving on various state and national math committees as State Superintendent Sandy Garrett's representative.

Oklahoma State Department of Education

1993 - 1997

**Mathematics Teacher**

Algebra II, Geometry, Math Analysis, Calculus

Madill High School, Madill, Oklahoma

1989 - 1993

**Leadership Roles**

Oklahoma Council of Teachers of Mathematics (OCTM)

Government Liaison (1993-1997), Newsletter Editor (1999- 2005), President (2006-2008), NCTM Representative (2009-11)

National Council of Teachers of Mathematics (NCTM)

Local Area Coordinator Chair for the 2008 NCTM Regional Conference in Oklahoma City

Coalition for the Advancement of Science and Mathematics Education in Oklahoma (CASMEO)

Vice President (1999-2004), President (2005-2007), Co-Executive Director (2007-2008)

Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST)

Advisory Board Member (1993-1997, 2003-2005)

Norman Public Schools

Gifted and Talented District Review Committee Member (2008-2009)

Instructional Technology District Review Committee Member (2007-2008)

District Textbook Review Committee Member Schools (2003 & 2009)

Citizen's Advisory Committee (2000-2001, 2006-2007)

Central Oklahoma Workforce Investment Board

Regional Youth Council member (2008)

Beyond Botball Tournament, KISS Institute

## College Readiness Standards — English

	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i> )	Revise sentences to correct awkward and confusing arrangements of sentence elements  Revise vague nouns and pronouns that create obvious logic problems
16–19	Identify the basic purpose or role of a specified phrase or sentence  Delete a clause or sentence because it is obviously irrelevant to the essay	Select the most logical place to add a sentence in a paragraph	Delete obviously synonymous and wordy material in a sentence  Revise expressions that deviate from the style of an essay
20–23	Identify the central idea or main topic of a straightforward piece of writing  Determine relevancy when presented with a variety of sentence-level details	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i> )  Decide the most logical place to add a sentence in an essay  Add a sentence that introduces a simple paragraph	Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)  Use the word or phrase most consistent with the style and tone of a fairly straightforward essay  Determine the clearest and most logical conjunction to link clauses
24–27	Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal  Delete material primarily because it disturbs the flow and development of the paragraph  Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i> )  Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic  Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence  Identify and correct ambiguous pronoun references  Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
28–32*	Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material  Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs  Rearrange sentences to improve the logic and coherence of a complex paragraph  Add a sentence to introduce or conclude a fairly complex paragraph	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)  Correct vague and wordy or clumsy and confusing writing containing sophisticated language
33–36†	Determine whether a complex essay has accomplished a specific purpose  Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay	Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole

\* Statements apply to PLAN &amp; ACT only

† Statements apply to the ACT only

## College Readiness Standards — English (continued)

	Sentence Structure and Formation	Conventions of Usage	Conventions of Punctuation
<b>13–15</b>	<p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>	<p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>
<b>16–19</b>	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>
<b>20–23</b>	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>	<p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p>
<b>24–27</b>	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>	<p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<b>28–32*</b>	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>	<p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<b>33–36†</b>	<p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>	<p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>	<p>Use a colon to introduce an example or an elaboration</p>

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† Statements apply to the ACT only

College Readiness Standards — Reading		
	Main Ideas and Author's Approach	Supporting Details
13–15	Recognize a clear intent of an author or narrator in uncomplicated literary narratives	Locate basic facts (e.g., names, dates, events) clearly stated in a passage
16–19	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage
20–23	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	Locate important details in uncomplicated passages Make simple inferences about how details are used in passages
24–27	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages	Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
28–32*	Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage	Locate and interpret minor or subtly stated details in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument
33–36†	Identify clear main ideas or purposes of complex passages or their paragraphs	Locate and interpret details in complex passages Understand the function of a part of a passage when the function is subtle or complex

#### Descriptions of the EPAS (EXPLORE, PLAN, and ACT) Reading Passages

**Uncomplicated Literary Narratives** refers to excerpts from essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

**More Challenging Literary Narratives** refers to excerpts from essays, short stories, and novels that tend to make moderate use of figurative language, have a more intricate structure and messages conveyed with some subtlety, and may feature somewhat complex interactions between characters.

**Complex Literary Narratives** refers to excerpts from essays, short stories, and novels that tend to make generous use of ambiguous language and literary devices, feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.

\* Statements apply to PLAN & ACT only

† Statements apply to the ACT only

**College Readiness Standards — Reading (continued)**

	<b>Sequential, Comparative, and Cause-Effect Relationships</b>	<b>Meanings of Words</b>	<b>Generalizations and Conclusions</b>
<b>13–15</b>	Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Recognize clear cause-effect relationships described within a single sentence in a passage	Understand the implication of a familiar word or phrase and of simple descriptive language	Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives
<b>16–19</b>	Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives	Use context to understand basic figurative language	Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages
<b>20–23</b>	Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages	Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw simple generalizations and conclusions using details that support the main points of more challenging passages
<b>24–27</b>	Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages	Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives Draw generalizations and conclusions about people, ideas, and so on in more challenging passages
<b>28–32*</b>	Order sequences of events in more challenging passages Understand the dynamics between people, ideas, and so on in more challenging passages Understand implied or subtly stated cause-effect relationships in more challenging passages	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
<b>33–36†</b>	Order sequences of events in complex passages Understand the subtleties in relationships between people, ideas, and so on in virtually any passage Understand implied, subtle, or complex cause-effect relationships in virtually any passage	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage	Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage Understand and generalize about portions of a complex literary narrative

**Uncomplicated Informational Passages** refers to materials that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.

**More Challenging Informational Passages** refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data, include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.

**Complex Informational Passages** refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

\* Statements apply to PLAN &amp; ACT only

† Statements apply to the ACT only



## College Readiness Standards — Mathematics

	Basic Operations & Applications	Probability, Statistics, & Data Analysis	Numbers: Concepts & Properties	Expressions, Equations, & Inequalities
13–15	Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Perform common conversions (e.g., inches to feet or hours to minutes)	Calculate the average of a list of positive whole numbers Perform a single computation using information from a table or chart	Recognize equivalent fractions and fractions in lowest terms	Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ ) Solve equations in the form $x + a = b$ , where $a$ and $b$ are whole numbers or decimals
16–19	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems	Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Read tables and graphs Perform computations on data from tables and graphs Use the relationship between the probability of an event and the probability of its complement	Recognize one-digit factors of a number Identify a digit's place value	Substitute whole numbers for unknown quantities to evaluate expressions Solve one-step equations having integer or decimal answers Combine like terms (e.g., $2x + 5x$ )
20–23	Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average	Calculate the missing data value, given the average and all data values but one Translate from one representation of data to another (e.g., a bar graph to a circle graph) Determine the probability of a simple event Exhibit knowledge of simple counting techniques*	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor	Evaluate algebraic expressions by substituting integers for unknown quantities Add and subtract simple algebraic expressions Solve routine first-degree equations Perform straightforward word-to-symbol translations Multiply two binomials*
24–27	Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)	Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs Compute straightforward probabilities for common situations Use Venn diagrams in counting*	Find and use the least common multiple Order fractions Work with numerical factors Work with scientific notation Work with squares and square roots of numbers Work problems involving positive integer exponents* Work with cubes and cube roots of numbers* Determine when an expression is undefined* Exhibit some knowledge of the complex numbers †	Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Identify solutions to simple quadratic equations Add, subtract, and multiply polynomials* Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)* Solve first-degree inequalities that do not require reversing the inequality sign*
28–32 *	Solve word problems containing several rates, proportions, or percentages	Calculate or use a weighted average Interpret and use information from figures, tables, and graphs Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious	Apply number properties involving prime factorization Apply number properties involving even/odd numbers and factors/multiples Apply number properties involving positive/negative numbers Apply rules of exponents Multiply two complex numbers †	Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Solve quadratic equations Find solutions to systems of linear equations
33–36 †	Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)	Distinguish between mean, median, and mode for a list of numbers Analyze and draw conclusions based on information from figures, tables, and graphs Exhibit knowledge of conditional and joint probability	Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers Exhibit knowledge of logarithms and geometric sequences Apply properties of complex numbers	Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving Solve simple absolute value inequalities

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† Statements apply to the ACT only

## College Readiness Standards — Mathematics (continued)

	Graphical Representations	Properties of Plane Figures	Measurement	Functions†
13–15	Identify the location of a point with a positive coordinate on the number line		Estimate or calculate the length of a line segment based on other lengths given on a geometric figure	
16–19	Locate points on the number line and in the first quadrant	Exhibit some knowledge of the angles associated with parallel lines	Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given	
20–23	Locate points in the coordinate plane Comprehend the concept of length on the number line* Exhibit knowledge of slope*	Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)	Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given	Evaluate quadratic functions, expressed in function notation, at integer values
24–27	Identify the graph of a linear inequality on the number line* Determine the slope of a line from points or equations* Match linear graphs with their equations* Find the midpoint of a line segment*	Use several angle properties to find an unknown angle measure Recognize Pythagorean triples* Use properties of isosceles triangles*	Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths*	Evaluate polynomial functions, expressed in function notation, at integer values Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths
28–32 *	Interpret and use information from graphs in the coordinate plane Match number line graphs with solution sets of linear inequalities Use the distance formula Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)†	Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles Use the Pythagorean theorem	Use relationships involving area, perimeter, and volume of geometric figures to compute another measure	Evaluate composite functions at integer values Apply basic trigonometric ratios to solve right-triangle problems
33–36 †	Match number line graphs with solution sets of simple quadratic inequalities Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane	Draw conclusions based on a set of conditions Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas Use relationships among angles, arcs, and distances in a circle	Use scale factors to determine the magnitude of a size change Compute the area of composite geometric figures when planning or visualization is required	Write an expression for the composite of two simple functions Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry Match graphs of basic trigonometric functions with their equations

\* Statements apply to PLAN &amp; ACT only

† Statements apply to the ACT only

## LANGUAGE ARTS

### OVERVIEW

English language arts education incorporates the teaching and learning of reading, writing, speaking, listening, and viewing. Integration of language arts occurs in multiple ways. First, curriculum, instruction, and assessment reflect the integration of listening, speaking, viewing, reading, and writing. The language arts are not perceived as individual content areas, but as one unified subject in which each of the five areas supports the others and enhances thinking and learning. Secondly, there is integration of the teaching and learning of content and process within the curriculum. The common human experiences and the ideas, conflicts, and themes embodied in literature and all oral, written, and visual texts provide a context for the teaching of the processes, skills, and strategies of listening, speaking, viewing, reading, and writing. Finally, literacy educators believe the knowledge, skills, and strategies of language arts are integrated throughout the curriculum, enabling students to solve problems and think critically and creatively in all subject areas.

Language arts is the vehicle of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

An effective language arts program should encompass process and content—how people communicate as well as what they communicate. Process includes skills and strategies used in listening, speaking, reading, writing, and viewing. Content includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature and other texts, such as technical manuals, periodicals, speeches, and videos. Ideas, experiences, and cultural perspectives we discover in texts help us shape our visions of the world. The insight we gain enables us to understand our cultural, linguistic, and literary heritages.

In Grades K-12, a locally developed language arts curriculum, embodying these content standards, will ensure all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts which reflect multiple perspectives and diverse communities and make connections within language arts and between language arts and other fields.

### READING/LITERATURE

The revised reading standards in the *Priority Academic Student Skills (PASS)* reflect scientifically-based reading research and are organized in the following related strands:

**Print Awareness**  
**Phonological/Phonemic Awareness**  
**Phonics/Decoding**  
**Vocabulary**  
**Fluency**  
**Comprehension/Critical Literacy**

The National Reading Panel has revealed that the most reliably effective approach is

systematic and explicit instruction. Skills are taught in a logical sequence and teachers clearly state what is being taught. These reading skills are interrelated and need to be developed in the context of a core curriculum that applies effective reading strategies to achieve success in all academic areas.

**PRINT AWARENESS** - is the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

**PHONOLOGICAL/PHONEMIC AWARENESS** - is an oral prerequisite to phonics and one of the best predictors of later reading success. It is the understanding that words and syllables can be broken down into smaller units or phonemes. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty. A student's progress should be monitored throughout the kindergarten year by administering informal phonemic awareness assessments.

**PHONICS/DECODING** - instruction provides students with a consistent strategy to apply sound-symbol relationships to assist in the identification of unfamiliar words. The goal of teaching children phonics is to teach children to decode unfamiliar words easily and automatically as they read. Children must be encouraged to use this strategy on their own.

**VOCABULARY** - knowledge is essential to reading because a reader's understanding comes chiefly from his or her vocabulary base. Vocabulary development can be achieved through reading, direct instruction, and student-centered activities. A balanced vocabulary program contains all three of these strategies.

**READING FLUENCY** - research refers to two stages of reading development. The first is the "decoding stage" where the student learns how to change printed symbols into sounds. During the next stage called the "fluency stage," the student continues to work on decoding skills to the point where the child becomes "unglued" from the print. Word recognition becomes easy, and fluent reading is characterized by a lack of trouble with word identification.

Easy word recognition frees a student's attention to comprehend the text. Achieving speed and accuracy in recognizing words is reading fluency.

**COMPREHENSION/CRITICAL LITERACY** - is understanding the meaning or point of the text; it is the essence of reading. Comprehension is a complex process. As readers mature they become more strategic in their process to construct meaning from text. Comprehension involves understanding what is read, what is meant, and what is implied. Students read for a variety of purposes, to locate information, to be informed, entertained, persuaded, and so on. Students use a wide range of strategies to help them meet their purpose. These strategies include making predictions, activating prior knowledge, skimming text for literal information, drawing inferences and conclusions, interpreting meaning, summarizing information, analyzing and evaluating text, monitoring reading, and using correction strategies.

Reading requires the coordination of cues as sources of information: sound/symbol relationships, syntax, semantics, and context. When reading, readers use three cueing systems. They derive semantic cues from the text's meaning, syntactic cues from the text's grammatical structure, and graphophonic cues from sound-letter relationships and patterns. Cueing systems are important and are constantly in motion to enable readers to construct meaning. They help readers answer questions such as: Does this make sense? Does this sound right? Does this look right?

Readers use a variety of strategies to ensure comprehension. They predict what they think the text is about to convey and confirm their prediction by checking to see if meaning is maintained. Readers monitor understanding and take action when meaning breaks down by choosing to self-correct or continue to read ahead only to return later to reconstruct meaning from previously read text.

Writing is also a means of learning. This process is “a valuable tool for learning for all students in all subject areas at all ages.” While writing to learn, students discover connections, describe processes, express emerging understandings, raise questions, and find answers. For example, students learn content in science or social studies through keeping a response or process journal, or a learning log.

## **THE WRITING PROCESS**

**WRITING** - should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

**PREWRITING** - is the process that helps the writer get ready to write. Students gather ideas and organize them. During this stage, the topic is generated and purpose, audience, and form are clarified. It is conceivable that the prewriting stage will take more time than any other stage in the process. Activities may include class discussion, reading, predicting, remembering, word banks, observing, thinking, student notebooks, drawing, free writing, modeling, clustering/webbing, cubing, and brainstorming.

**DRAFTING** - is putting ideas down on paper with a focus on content, and begins with notes or ideas generated during prewriting. The first draft may be kept in a journal, writer’s notebook, writing center, or on a computer disk. Students are also encouraged to explore a topic without grammatical inhibitions or over concern about spelling or punctuation. The teacher’s role is to encourage students to “get it down.”

**REVISING** - is refining of content, not mechanics. Revision (“to see again”) begins during the prewriting activity and continues through the final draft. It is best achieved in an interactive setting with the teacher or a group of peers. Writers should think again about the choices made for content and add, delete, or rearrange the material. Thus, writing becomes thinking made visible. Writers critically read their own writing and become their own reader. Since revising can be internal and unobservable, revising skills can be taught by modeling the questions asked by critical readers.

**EDITING** - is the stage in which the writing is made suitable for publication. Positive reinforcement is more effective than corrective comments to improve the quality of writing. Peer editing in writing groups helps teach and reinforce proofreading skills. Students are to locate and correct errors in punctuation, capitalization, spelling, usage, and sentence structure so that errors in conventions do not interfere with a reader’s ability to understand the message.

**PUBLISHING** - the student’s work is essential to the composing process. Publication

provides an opportunity for the writer's product to be shared with and/or evaluated by the intended audience or reader in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. Without some type of publication, students may forget or never realize that their writing is meaningful communication.

It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be encouraged to develop some pieces of writing thoroughly enough to be published. Publishing is an important motivator in working through the stages of the composing process. The purpose of publishing is to reinforce the idea that writing is an act of communication.

## **SPELLING**

Spelling, writing, and reading are interrelated and coherent. Writing leads to mastery in reading; reading leads to mastery in writing. Combined instruction leads to improvement in both reading and writing.

Research indicates that as children use temporary or phonetic spelling. Phonetic spelling develops and reinforces knowledge of phonics. It is important to understand that temporary spelling is not in conflict with correct spelling. When children use temporary spelling, they are practicing their growing knowledge of phonemes. First grade children should be expected to correctly spell previously studied words and spelling patterns. Temporary spelling of common spelling patterns should progress toward more conventional spelling by the end of second grade with the students mastering the conventional spelling of increasing numbers of words.

Spelling instruction should help students understand how words are put together (word patterns). Therefore, extensive reading and writing help students become good spellers.

## **HANDWRITING/PENMANSHIP**

Young children need an awareness of print to communicate effectively. Handwriting/penmanship is that method for forming letters that comprise a writing system, as well as, how to express thoughts in the written word. Through writing, children form a muscular and visual memory of the letters and words; and, therefore can recognize them. Students must be aware of the importance of legibility to facilitate communication of the intended message. Elements of legible handwriting include letter formation, size and proportion of letters, spacing, slant, alignment of letters on the baseline, and uniform steadiness and thickness of line. Writing should reinforce the fact that language has meaning. It gives students an opportunity to develop personal voice and style upon which they can reflect.

## **ORAL LANGUAGE/LISTENING/SPEAKING**

There is clearly a need for schools to spend more time teaching speaking and listening. More than 75 percent of all communication is devoted to the oral communication process. People in the workplace devote one-third of all working time carrying on face-to-face talk, and corporate managers spend about 60 percent of their time in communicating orally in meetings or on the telephone. Moreover, even with sophisticated electronic communication devices, oral language is still the main way of passing culture from one generation to another. Even with this

demonstrated need for effective oral communication, almost two-thirds of young people have difficulty explaining how to get to a local grocery store in directions that can be understood.

Although the “school” emphasis on reading and writing may create the impression that oral language skills are not as important, this is not the case. Oral language is now, and is even more likely to be in the future, the primary means of acquiring and transmitting information.

Fortunately, students begin to learn oral language skills naturally. They listen to the sounds of adults and other children and internalize language patterns quite early in order to communicate orally themselves. However, not all children come to school with equal opportunities to develop language skills. Children who have experienced positive feedback to their efforts to use language, and have had opportunities to hear language used in a variety of social contexts, are better prepared to use oral language as a foundation for their reading and writing development.

Since some children have limited opportunities for oral language in their home environments and since oral language development continues through at least age twelve, all children can improve their oral language ability with instruction and guidance. It is essential that oral language instruction begin in kindergarten and continue throughout school.

## **VISUAL LITERACY**

Visual literacy (both viewing and representing) refers to the ability to comprehend, evaluate, and compose visual messages. Visually literate persons are able to read visual messages, compose visual language statements, and translate from visual to verbal and vice versa. Students learn attitudes, behaviors, and questions to ask which enable them to think abstractly and analytically.

Viewing is an ongoing lifetime activity that extends knowledge and experiences and provides enjoyment and pleasure. Therefore, learners will need to become engaged in a variety of viewing experiences, both in comprehending and composing. The media for visual communication may include: field trips, graphic displays, models, photographs, pictures, transparencies, picture books, newspapers, filmstrips, videotapes, labels, posters, advertisements, cartoons, carvings, paintings, memos, plays, dances, television, charts, maps, diagrams, graphic aids in oral presentations, signs, logos, creative movement, and computers.

It is an important goal of education for learners to be able to critique and use the dominant media of today. Visual literacy is essential for survival as consumers and citizens in our technologically intensive world.

### **NOTE:**

Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons ( ) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.



## LANGUAGE ARTS

### Grade 9

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.**

Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.
3. Expand vocabulary through wide reading, listening, and discussing.
4. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
5. Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.

**Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.
  - b. Draw upon own background to provide connections to text.
  - c. Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.

- d. Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.
- e. Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.

## 2. Inferences and Interpretation

- a. Analyze characteristics of text, including its structure, word choice, and intended audience.
- b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
- c. Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).

## 3. Summary and Generalization

- a. Identify the main idea and supporting details by producing summaries of text.
  - b. Use text features and elements to support inferences and generalizations about information.
  - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

## 4. Analysis and Evaluation

- a. Discriminate between fact and opinion and fiction and nonfiction.
- b. Recognize deceptive and/or faulty arguments in persuasive texts.
- c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.

### **Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

- 1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.

- a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
- b. Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
  - a. Recognize the theme (general observation about life or human nature) within a text.
  - b. Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.
  - c. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
  - d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.
  - e. Analyze characters and identify author's point of view.
  - f. Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain figurative language including metaphor, personification, and simile.
  - b. Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.
  - c. Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.
  - d. Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.

- b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
- c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

**Standard 4: Research and Information: The student will conduct research and organize information. □□**

1. Accessing Information - Select the best source for a given purpose.

- a. Access information from a variety of primary and secondary sources.
- b. Skim text for an overall impression and scan text for particular information.
- c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.

- a. Summarize, paraphrase, and/or quote relevant information.

b. Determine the author's viewpoint to evaluate source credibility and reliability.

- c. Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.
- d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

- e. Draw conclusions from information gathered.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a writing process to develop and refine composition skills. Students are expected to:

- a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
  - b. determine main idea by evaluating results of prewriting activities to select an appropriate topic.
  - c. identify audience and purpose for writing:
    - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion)
    - ii. understand the characteristics of a specific audience for the writing task.
  - d. identify appropriate mode/genre.
  - e. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
  - f. revise drafts.
  - g. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
  - h. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
- a. draft a text with a clear controlling idea or thesis.
  - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
  - c. apply different methods of support, such as facts, reasons, examples, sensory details.
  - d. apply a consistent and appropriate point of view.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing:
- a. Read the draft from the intended audience's point of view to evaluate clarity of purpose.
  - b. Evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
  - c. Evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.
  - d. Evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
  - e. Evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
  - f. Evaluate whether sentence structures are varied in type, length, and complexity.
4. Editing, Proofreading, and Evaluating:
- a. Apply Standard English usage, correct spelling and usage in text. Correct errors in grammatical conventions (e.g., complete sentences, independent and dependent (restrictive/nonrestrictive) clauses, conjunctions for subordination, correlation, and coordination, subject verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of prepositional phrases, adverbs, and adjectives).
  - b. Employ specified proofreading strategies and consults resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations
  - c. Use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited. Check against original source for accuracy
  - d. Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, and respond to classmates' writing).

**Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Final drafts are formatted appropriately for the mode. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Compose fictional, biographical, or autobiographical narratives or short stories that:
  - a. create and develop characters including character motivation, gestures, and feelings.
  - b. create and develop a plot utilizing the key elements: exposition, rising action, climax, falling action, resolution, and conclusion.
  - c. create and develop an appropriate point of view.
  - d. create and develop a setting with a narrative that is relevant to the overall meaning of the work.
  - e. use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.
2. Compose expository compositions, including analytical essays and research reports that:
  - a. integrates evidence in support of a thesis including information on all relevant perspectives.
  - b. quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.
  - c. integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
  - d. integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
  - e. identifies and addresses reader's potential misunderstandings, biases, and expectations.
  - f. uses technical terms and notations accurately.
3. Compose persuasive/argumentative compositions that:
  - a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, and description to support the main argument.
  - c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - d. effectively address reader's concerns, counterclaims, biases, and expectations
4. Create documents related to career development that:
  - a. use a conventional format to write a formal letter, email, or memorandum.

- b. present information purposefully and in brief to meet the need of the intended audience.
  - c. use appropriate vocabulary and professional writing etiquette (e.g. formal language, appropriate salutation, and closing, etc.).
5. Write reflective papers that may address one of the following purposes:
- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event.
  - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
  - c. complete a self-evaluation on a class performance.
6. Write responses to literature that:
- a. demonstrate the significant ideas of literary works.
  - b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
  - c. demonstrate awareness of author's style and an appreciation of the effects created.
  - d. identify and assess the impact of ambiguities, nuances, and complexities within the text.
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.
8. Write friendly, formal letters, emails, and memorandum, and continue to produce other writing forms introduced in earlier grades.
9. Use appropriate essay test-taking and time-writing strategies that:
- a. budget time for prewriting, drafting, revising, and editing.
  - b. prioritize the question/prompt.
  - c. identify the common directives from the prompt (identify command verbs: *explain, compare, evaluate, define, and develop*, etc.).
  - d. analyze the question or prompt and determine the appropriate mode of writing.
  - e. apply appropriate organizational methods to thoroughly address the prompt.
  - f. evaluate work using editing checklist or rubric if available.
10. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Use correct verb forms and tenses.
- c. Use correct subject-verb agreement.
- d. Use active and passive voice.
- e. Identify and correctly use linking, transitive, and intransitive verbs.
- f. Use nominative, objective, and possessive nouns and pronouns correctly.
- g. Use abstract, concrete, and collective nouns correctly.
- h. Correct pronoun/antecedent agreement and clear pronoun reference.
- i. Correct types, forms, and cases of pronouns
- j. Use correct forms of positive, comparative, and superlative adjectives.

**2. Mechanics and spelling.** Demonstrate appropriate language mechanics in writing.

- a. Apply capitalization rules appropriately in writing.
- b. Use correct formation of plurals.
- c. Demonstrate correct use of punctuation and recognize its effect on sentence structure including:
  - i. commas
  - ii. quotation marks
  - iii. apostrophes, colons, and semicolons
  - iv. hyphens, dashes, parentheses, and brackets
- d. Demonstrate correct use of punctuation in research writing including:
  - (i) formal outline
  - (ii) parenthetical documentation
  - (iii) works cited/bibliography
- e. Use correct spelling including:
  - (i) commonly misspelled words and homonyms



(ii) spell consonant changes correctly Example:recede/recession; transmit/transmission.

(iii) spell correctly Greek and Latin derivatives (words that come from a base or common root word by applying correct spelling of bases and affixes (prefixes and suffixes).

3. Sentence structure. Demonstrate appropriate sentence structure in writing.

- a. Identify and use parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.
- d. Correct fragments.
- e. Correct comma splices.
- f. Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.
- g. Write effective simple, compound, complex, and compound-complex sentences.

**Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

**Standard 1: Listening - The student will listen for information and for pleasure.**

1. Focus attention on the speaker's message.
2. Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.
5. Use feedback to evaluate own effectiveness and set goals for future presentations.

**Standard 2: Speaking - The student will express ideas and opinions in group or individual**

**situations.**

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative messages effectively.
3. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.**

1. Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).
2. Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Select people with special interests and expectations who are the target audience for particular messages or products in visual media.
2. Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience).

**Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.
2. Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

**LANGUAGE ARTS**  
**Grade 10**

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
- \*2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

**Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
  - b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
  - c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).
  - d. Recognize signal/transitional words and phrases and their contributions to the

meaning of the text (e.g., however, in spite of, for example, consequently).

## 2. Inferences and Interpretation

- a. Use elements of the text to defend responses and interpretations.
- b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
- \*c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).

## 3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

## 4. Analysis and Evaluation

- a. Discriminate between fact and opinion and fiction and nonfiction.
- b. Evaluate deceptive and/or faulty arguments in persuasive texts.
- c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

### **Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.

- b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.
  2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
    - a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved.
      - b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.
      - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
      - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
      - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
  3. Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
    - a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
    - b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
    - \*c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
  4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
    - a. Analyze and evaluate works of literature and the historical context in which they were written.
    - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
    - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

**Standard 4: Research and Information: The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.
  - a. Access information from a variety of primary and secondary sources.
  - \*b. Skim text for an overall impression and scan text for particular information.

- c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

2. Interpreting Information - Analyze and evaluate information from a variety of sources.

- a. Summarize, paraphrase, and/or quote relevant information.
- b. Determine the author's viewpoint to evaluate source credibility and reliability.
- c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
- d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

**Standard 1: Writing Process - The student will use the writing process to write coherently.**

1. Use a writing process to develop and refine composition skills. Students are expected to:
  - a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
  - b. analyze audience and purpose:
    - i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
    - ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.
  - c. analyze appropriate mode/genre.
  - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
  - e. revise for appropriateness of organization, content, and style.
  - f. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.

- g. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

- a. draft a text with a clear controlling idea or thesis.
- b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
- d. apply a consistent and appropriate point of view.
- e. understand and apply formal and informal diction.

3. Demonstrate organization, unity, and coherence by using transitions and sequencing:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
- e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
- f. evaluate whether sentence structures are varied in type, length, and complexity.

4. Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:

- a. apply Standard English usage, spelling and mechanics to text.
- b. correct errors in grammatical conventions.
- c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
- d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).
- e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.



5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).

**Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750 to 1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriate for the mode/genre.

1. Compose fictional, biographical or autobiographical narratives or short stories that:
  - a. establish and develop dynamic and static characters including character motivation, gestures, and feelings.
  - b. establish and develop a plot that effectively communicates the overall theme and establishes significant events.
  - c. establish and maintain a consistent point of view especially third person limited or omniscient point of view.
  - d. establish and develop a setting within a narrative that is relevant to the overall meaning of the work.
  - e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.
  - f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays and research reports that:
  - a. integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
  - b. communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.
  - c. integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources.

- d. integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
  - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.
  - f. use technical terms and notations accurately.
3. Compose persuasive/argumentative compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, description, and argumentation to support the main argument.
  - c. use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.
  - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - e. effectively address reader's concerns, counterclaims, biases, and expectations.

\*4. Create documents related to career development that:

- a. follow conventional format for email, formal letter, or memorandum.
- b. provide clear and purposeful information and address the intended audience appropriately.
- c. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.

5. Compose reflective papers that may address one of the following purposes:

- a. express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.
- b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
- c. complete a self-evaluation on a class performance.

6. Use appropriate essay test-taking and time-writing strategies that:

- a. budget time for prewriting, drafting, revising, and editing.
- b. prioritize the question/prompt.
- c. identify the common directives from the prompt (identify command verbs: *explain, compare, evaluate, define, and develop*, etc.)

- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the prompt.

7. Compose responses to literature that:

- a. integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.
- b. evaluate the impact of genre, historical, and cultural context on the work.
- c. evaluate the impact of literary elements/devices and complexities within the work.
- d. extend writing by changing mood, plot, characterization, or voice.

8. \*Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:

- a. incorporates relevant integrated quotations, summary, and paraphrase with commentary.
- b. includes internal citations.
- c. contains a works cited/bibliography.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.**

1. **Standard English Usage.** The student will demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Use nominative, objective, possessive nouns.
- c. Use abstract, concrete, and collective nouns.
- d. Use correct verb forms and tenses.
- e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
- f. Distinguish transitive, intransitive, and linking verbs.
- g. Distinguish active and passive voice.
- h. Use correct pronoun/antecedent agreement and clear pronoun reference.
- i. Use correct forms of positive, comparative, and superlative adjectives.

- j. Use correct form of conjunction (coordinating, correlating, or subordinating).
  - k. Use appositives and verbals in compositions.
2. Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing.
- a. Apply capitalization rules appropriately in writing.
  - b. Punctuate in writing including:
    - i. commas
    - ii. quotation marks
    - iii. apostrophes, colons, and semicolons
    - iv. ellipsis
    - v. hyphens, dashes, parentheses, and brackets
  - c. Demonstrate correct use of punctuation in research writing including:
    - i. formal outline
    - ii. parenthetical documentation
    - iii. works cited/bibliography
  - d. Use correct formation of plurals.
  - e. Use correct spelling including:
    - i. commonly misspelled words and homonyms
    - ii. spell consonant changes correctly (example recede/recession; transmit/transmission)
    - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
3. Sentence structure. The student will demonstrate appropriate sentence structure in writing.
- a. Identify and use parallel structure.
  - b. Correct dangling and misplaced modifiers.
  - c. Correct run-on sentences.
  - d. Correct fragments.
  - e. Correct comma splices.
  - f. Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.

- g. Use a variety of sentence structures and lengths to create a specific effect.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

**\*Standard 1: Listening - The student will listen for information and for pleasure.**

1. Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.
2. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
3. Evaluate informative and persuasive presentations of peers, public figures, and media presentations.
4. Use feedback to evaluate own effectiveness and set goals for future presentations.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative and persuasive messages effectively.
3. Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.**

1. Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).
2. Investigate how symbols, images, sound, and other conventions are used in visual media

(e.g., time lapse in films; set elements that identify a particular time period or culture).

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.
2. Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Investigate and present the sources of a media presentation or production such as who made it and why it was made.
2. Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## Language Arts

### Grade 11

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

**Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
  - b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
  - c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
  - d. Construct images such as graphic organizers based on text descriptions and text structures.

## 2. Inferences and Interpretation

- a. Interpret the possible inferences of the historical context on literary works.
- b. Describe the development of plot and identify conflict and how they are addressed and resolved.
- c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
- d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.

## 3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

## 4. Analysis and Evaluation

- a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.
- b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

### **Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.



1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
  - b. Analyze the characteristics of subgenres including allegory and ballad.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
  - a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
  - b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
  - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
  - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
  - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
  - b. Identify and explain sound devices including alliteration and rhyme.
  - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
4. Literary Works - Read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.
  - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

- c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
- d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

**Standard 4: Research and Information - The student will conduct research and organize information.**

- 1. Accessing Information - Select the best source for a given purpose.
  - a. Access information from a variety of primary and secondary sources.
  - b. Skim text for an overall impression and scan text for particular information.
  - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
- 2. Interpreting Information - Analyze and evaluate information from a variety of sources.
  - a. Summarize, paraphrase, and/or quote relevant information.
  - b. Determine the author's viewpoint to evaluate source credibility and reliability.
  - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
  - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
  - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

**Writing/grammar/mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

Write coherent and focused texts that show a well defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

- 1. Students are expected to:

- a. use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan.
  - b. develop main idea/thesis. Evaluate results of prewriting activities and select appropriate topic.
  - c. evaluate audience and purpose:
    - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).
    - ii. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
  - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
  - e. revise drafts for organization, content and style.
  - f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
  - g. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
- a. draft a text with a clear, controlling idea or thesis.
  - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
  - c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
  - d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
  - e. understand and apply formal and informal diction for a desired effect.
3. Demonstrate organization, unity, and coherence during revision process:
- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
  - b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
  - c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
  - d. evaluate whether ideas are adequately developed.

- e. apply a consistent and appropriate point of view.
- f. understand and apply formal and informal diction.

4. Editing/proofreading and evaluating:

- a. apply Standard English usage and correct spelling in text.
  - b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
  - c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
  - d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
7. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

**Standard 2: Modes and Forms of writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and become familiar with forms of job applications and resumes. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience [intended reader] and purpose for writing.

1. Compose fictional, biographical or autobiographical narratives that:

- a. create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings.
- b. create and develop a plot that effectively communicates the author's purpose.
- c. create and self-select first or third person point of view appropriate for the author's purpose.
- d. create and develop a setting within a narrative that is relevant to the overall meaning of the work.

- e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion.
  - f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays, historical investigations, and research reports that:
- a. integrate evidence in support of a thesis including information on all relevant perspectives.
  - b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
  - c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic.
  - d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
  - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.
3. Compose persuasive compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, description, and argumentation to support the main argument.
  - c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
  - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - e. effectively address reader's concerns, counterclaims, and individual or group biases.
4. Compose reflective compositions that:
- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences.
  - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
5. Create documents related to career development that:
- a. follow conventional format for formal letter, email, and memorandum.
  - b. provide clear, purposeful information and address the intended audience appropriately.

- c. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - d. modify the tone to fit the purpose and audience.
  - e. follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
  - f. use accurate information to create an effective resume.
6. Compose responses to literature that:
- a. evaluate the significant ideas of literary works or passages including plot development and characterization.
  - b. integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition.
  - c. evaluate the impact of genre, cultural, and historical context on the work.
  - d. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.
8. Compose documented papers that:
- a. integrate relevant quotations, summary, and paraphrase with commentary.
  - b. includes internal citations using various formats of research writing.
  - c. contains a works cited/bibliography consistent with the selected research-writing format.
- \* 9. Use appropriate essay test-taking and time-writing strategies that:
- a. budget time for prewriting, drafting, revising, and editing.
  - b. prioritize question/prompt.
  - c. identify common directives from the prompt (identify common verbs: *explain*, *compare*, *evaluate*, *define*, and *develop*, etc.).
  - d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
  - e. apply appropriate organizational methods to thoroughly address the prompt.
  - f. evaluate work using editing checklist or rubric if available.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate**

**practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Standard English Usage-Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.
  - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
  - b. Identify and use correct verb forms and tenses.
  - c. Identify and use correct subject-verb agreement.
  - d. Identify and use active and passive voice.
  - e. Identify and use concrete, abstract, and collective nouns.
  - f. Identify and use nominative, objective, and possessive nouns.
  - g. Identify and use correct pronoun/antecedent agreement and clear pronoun reference.
  - h. Identify and use correct forms of positive, comparative, and superlative adjectives.
  - i. Identify and use coordinating, correlating, and subordinating conjunctions.
  - j. Identify and use appositives and verbals.
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
  - a. Apply capitalization rules appropriately in writing.
  - b. Punctuate in writing including:
    - i. commas
    - ii. quotation marks
    - iii. apostrophes, colons, and semicolons
    - iv. ellipsis
    - v. hyphens, dashes, parentheses, and brackets
  - c. Demonstrate correct use of punctuation in research writing including:
    - i. formal outline
    - ii. parenthetical documentation
    - iii. works cited/bibliography
  - d. Use correct formation of plurals.

- e. Use correct spelling including:
  - i. commonly misspelled words and homonyms
  - ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
  - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

3. Sentence structure - Demonstrate appropriate sentence structure in writing.

- a. Maintain parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.
- d. Correct fragments.
- e. Correct comma splices
- f. Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information
- g. Effectively use a variety of sentence structures and lengths to create a specific effect

4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

**Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

**Standard 1: Listening - The student will listen for information and for pleasure.**

- 1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
- 2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.
- 3. Listen and respond appropriately to presentations and performances of peers or published



works such as original essays or narratives, interpretations of poetry, and individual or group performances.

4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

**Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.
2. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
3. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.
4. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.**

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

**Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.
2. Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.

## LANGUAGE ARTS

### Grade 12

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).
2. Research unfamiliar words based on characters, themes, or historical events.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.

**Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 12, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
  - b. Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
  - c. Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.
  - d. Construct images such as graphic organizers based on text descriptions and text structures.

e. Read silently with comprehension for a sustained period of time.

## 2. Inferences and Interpretation

- a. Interpret the possible inferences of the historical context on literary works.
- b. Describe the development of plot and identify conflicts and how they are addressed and resolved.
- c. Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).
- d. Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.

## 3. Summary and Generalization

- a. Determine the main idea and supporting details by producing summaries of text.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.
- d. Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.

## 4. Analysis and Evaluation

- a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.
- b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
- e. Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.

**Standard 3: Literature - The student will read, construct meaning, and respond to a wide**

**variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
  - b. Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
  - a. Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
  - b. Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
  - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
  - d. Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
  - e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
  - b. Identify and explain sound devices including alliteration and rhyme.
  - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.

4. Literary Works - Read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.
  - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
  - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
  - d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

**Standard 4: Research and Information - The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.
  - a. Access information from a variety of primary and secondary sources.
  - b. Skim text for an overall impression and scan text for particular information.
  - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
  - a. Summarize, paraphrase, and or quote relevant information.
  - b. Determine the author's viewpoint to evaluate source credibility and reliability.
  - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
  - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
  - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
  - f. Compile written ideas and information into reports, summaries, or other formats and draw conclusions.

**Writing/grammar/ mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: Writing Process - The student will use the writing process to write coherently.**

1. Use a writing process to develop and refine composition skills. Students are expected to:
  - a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes logs, interviews, or reading to generate ideas, develop voice, gather information, and plan.
  - b. develop main idea/thesis.
  - c. evaluate results of prewriting activities and select appropriate topic.
  - d. evaluate audience and purpose for writing:
    - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make a social and/or political statement, or share an experience or emotion).
    - ii. evaluate the writing task, considering the assumptions, values, and background knowledge of the intended audience.
  - e. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
  - f. develop multiple drafts, individually and collaboratively, to categorize ideas organize them into paragraphs, and blend paragraphs into larger text.
  - g. revise drafts for organization, content, and style.
  - h. edit/proofread for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
  - i. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
  - a. draft a text with a clear, controlling idea or thesis
  - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
  - c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
  - d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
  - e. understand and apply formal and informal diction for a desired effect.
3. Demonstrate organization, unity and coherence during revision process:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed.
- e. apply a consistent and appropriate point of view.
- f. understand and apply formal and informal diction.

4. Editing/proofreading and evaluating:

- a. apply Standard English usage and correct spelling in text.
  - b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
  - c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
  - d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
  6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
  7. Evaluate own and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
  8. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

**Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description: to produce text, reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Write fictional, biographical or autobiographical narratives that:



- a. create and develop a character who experience internal and external conflicts, including character motivation, gestures, and feelings.
  - b. create and develop a plot that effectively communicates a pattern.
  - c. create and manipulate point of view to reveal author's purpose.
  - d. create and develop a setting to reinforce the mood.
  - e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, allusion and frame story.
  - f. narrate a sequence of events.
2. Compose expository compositions, including analytical essays, historical investigations, and research reports that:
- a. integrate evidence in support of a thesis including information on all relevant perspectives.
  - b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
  - c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives.
  - d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
  - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate professional, academic, or technical diction.
  - f. use technical terms and notations accurately.
3. Compose persuasive compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, description, and argumentation to support the main argument.
  - c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
  - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - e. effectively address reader's concerns, counterclaims, and individual or group biases.

4. Write reflective compositions that:
  - a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences to justify or clarify his/her perspective.
  - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
5. Create documents related to career development that:
  - a. appropriately present purposeful and precise information to meet the need of the intended audience.
  - b. write an email, formal letter, or memorandum, using conventional format.
  - c. follow the conventional style for a specific document (resume, cover letter of application), and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
  - d. use accurate information to create various resume formats.
  - e. modify the tone to fit the purpose and audience.
  - f. use accurate information to create an effective resume.
6. Compose responses to literature that:
  - a. evaluate the significant ideas of literary works or passages including plot development and characterization.
  - b. evaluate the impact of genre, cultural, and historical context on the work.
  - c. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.
  - d. support important ideas and viewpoints with accurate and detailed reference to the text or to other works.
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.
8. Write documented papers that:
  - a. incorporate relevant integrated quotations, summary, and paraphrase with commentary.
  - b. include internal citations using various formats of research writing.
  - c. contain a works cited/bibliography consistent with the selected research-writing format.
9. Use appropriate essay test-taking and time writing strategies that:
  - a. budget time for prewriting, drafting, revising, and editing.

- b. prioritize the question/prompt.
- c. identify common directives from the question/prompt (identify common verbs: *explain, compare, evaluate, define, and develop*, etc.).
- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the question/prompt.
- f. evaluate work using editing checklist or rubric, if available.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Identify and use correct verb forms and tenses.
- c. Identify and use correct subject-verb agreement.
- d. Distinguish active and passive voice.
- e. Identify and use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.
- f. Identify and use correct forms of positive, comparative, and superlative adjectives.
- g. Continue to identify and use all grammar structure from prior grades.

2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.

- a. Demonstrate correct use of capitals.
- b. Use correct formation of plurals.
- c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
- d. Use correct spelling of commonly misspelled words and homonyms.

3. Sentence structure - The student will demonstrate appropriate sentence structure in writing.

- a. Use parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.

- d. Correct fragments.
- e. Correct comma splices.
- f. use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
- g. effectively use a variety of sentence structures and lengths to create a specific effect.

4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

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- 1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
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- 4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
- 5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

**Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

- 1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact; and demonstrate poise and control while presenting.

2. Use language and rhetorical strategies skillfully in informative and persuasive messages.
3. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
4. Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
5. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.
6. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

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1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

**Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Use the effects of media on constructing his/her own perception of reality.
2. Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.

## GLOSSARY

**affix** - an element added to the base, stem, or root of a word to form a fresh word or stem. Principal kinds of affix are prefixes and suffixes. The prefix un- is an affix which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish makes wished.

**alliteration** - a device commonly used in poetry and occasionally in prose: the repetition of an initial sound in two or more words of a phrase, line of poetry, or sentence (e.g., “Our souls have sight of that immortal sea.”).

**analogies** - comparisons of the similar aspects of two different things.

**antonym** - words which have opposite meanings (e.g., hot and cold).

**archetype** - a descriptive detail, plot pattern, character type, or theme that recurs in many different cultures. One such archetype that appears in Shakespeare’s Macbeth is the battle between the forces of good and the forces of evil.

**autobiography** - the biography of a person written by oneself.

**balanced reading program** - dual emphasis, stress on both skill and application of skills. A balanced reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. A balanced reading program includes reading to whole groups of students, guided reading activities with groups of students, shared reading, and independent reading by individual students.

**base word** - a word to which a prefix or suffix may be added to form a new word (e.g., go + ing = going).

**biography** - story about the achievements of others; helps students see history as the lives and events of real people and to appreciate the contribution of all cultures; subjects include explorers; political heroes and heroines; and achievers in literature, science, sports, the arts, and other disciplines; effectiveness depends on accuracy, authenticity, and an appealing narrative style.

**CVC** - consonant/vowel/consonant

**choral reading** - group reading aloud (e.g., choral reading may be used with a group to develop oral fluency or to make a presentation to an audience).

**cinquain** - poetic form; structure may follow a 2-4-6-8-2 syllable pattern or may follow a simpler form using words per line in a 1-2-3-4-1 pattern.

**compound word** - a word made by putting two or more words together (e.g., cowboy).

**consonant blend** - the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard (e.g., bl, gr, sp)

**consonant digraph** - consists of two consonants that together represent one sound (e.g., sh, ch, th, wh).

**consonants** - the letters of the alphabet (excluding a, e, i, o, u, usually including w and y); represented by a single sound made by a partial or complete obstruction of air.

**context clue** - the information from the immediate textual setting that helps identify a word or word group.

**contraction** - a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can’t).

**convention** - accepted practice in written language.

**cooperative learning** - activities in which students work together in groups to achieve a common goal.

**critical thinking** - logical, reflective thinking that is focused on deciding what to believe or do.

It may include analyzing arguments, seeing other points of view, and/or reaching conclusions.  
**cubing** - a method for discovering ideas about a topic by using six strategies (in any order) to investigate it: describe it, compare it, associate it, analyze it, apply it, and argue for or against it.

**cues/cueing system** - Sources of information used by readers to construct meaning. The language cueing system includes the graphophonic system — the relationship between oral and written language (phonics); the syntactic system — the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and the semantic system — the meaning system of language.

**decode** - to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

**descriptive writing** - One of four chief composition modes. Writing which paints a picture of a person, place, thing, or idea using vivid details.

**dialect** - a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

**diamante** - poetic form; structure follows a diamond shape of seven lines as follows: one noun, two adjectives, three participles, four related nouns, or a phrase of four words, three participles, two adjectives, and one noun.

**diphthong** - a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast they are considered one syllable (e.g., ou, ow, oi/oy).

**directionality** - the ability to perceive spatial orientation accurately (left to right).

**epic literature** - long narratives detail the adventures of a single heroic figure; the center of action revolves around the relationship between the heroic figure and the gods; the main character symbolizes the ideal characteristics of greatness; many were originally written as poetry or songs; language is lyrical, stately, and rich with images.

**essays** - documentary records on diverse topics such as slavery, life in the 12th century England, or songs of the American Revolution; content is based upon or adapted from an original document in diary, letter, or essay form.

**etymology** - the study of the origins of words; an account of the history of a particular word.

**evaluative** - questioning that requires the reader to use experiential background knowledge in conjunction with information explicitly stated in the text (e.g., reading beyond the line).

**expository** - a reading or writing selection which explains, defines, and interprets. It covers all compositions which do not primarily describe an object, tell a story, or maintain a position (e.g., content-area textbooks, magazine articles, editorials, essays).

**fables** - tales concern human conduct with moralistic overtones; animals exhibit human qualities and behaviors.

**fairytale** - a folktale about real-life problems usually with imaginary characters and magical events.

**fantasy** - characters or settings depart from what is realistic; the author makes the impossible believable; characters include humanized animals, good and evil stereotypes, heroes and heroines with magical powers.

**fiction** - plots are simple, fast-paced and predictable; characters and their actions appeal to young children; illustrations contribute to story line; rhyme and repetition encourage reading aloud; story and language appeal to sense of humor through word play, nonsense, surprise, and exaggeration; illustrations encourage participation through naming, pointing, and seeking.

**figurative language** - writing or speech not meant to be taken literally. Writers use figurative language to express ideas in vivid or imaginative ways (e.g., “the apple of my eye,” “forever chasing rainbows”).

**flashback** - the technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information.

**fluency** - freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity, the ability to produce words or larger language units in a limited time interval.

**folktales** - time and place are generic (e.g., “Once upon a time in a faraway castle . . .”); stories are not intended to be accepted as true; plots use predictable motifs (e.g., ogres, magic, supernatural helpers, quests); story line is frequently a series of recurring actions; characters are one-dimensional.

**foreshadowing** - the technique of giving clues to coming events in a narrative.

**genre** - a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all genres.

**grapheme** - a written or printed representation of a phoneme (e.g., b for /b/ and oy for /oi/ in boy)

**graphophonic cues** - the relationship between graphemes and the phonemes they represent. These symbol-sound-association skills can be used as an aid in recognizing a word that is not firmly fixed in sight vocabulary, especially if used in conjunction with other cues (e.g., determining the sound of the initial letter or two and the use of context may be all that is needed to recognize a word).

**high frequency words** - a word that appears many more times than most other words in spoken or written language (e.g., the, of, said, for).

**historical fiction** - stories are grounded in history but not restricted by it; the historical setting is an authentic and integral part of the story; characters’ actions, dialogue, beliefs, and values are true to the historical period.

**homographs** - words which are spelled alike but have different sounds and meanings (e.g., bow and arrow vs. bow of a ship).

**homonyms** - words which sound the same but have different spellings and meanings (e.g., bear, bare).

**hyperbole** - obvious and deliberate exaggeration; an extravagant statement; a figure of speech not intended to be taken literally. Hyperboles are often used for dramatic or comic effect. Example: “He died a thousand deaths.” “The discussion lasted an eternity.”

**idiom** - an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

**imagery** - the use of language to create vivid pictures in the reader's mind.

**independent reading level** - the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension.

**inferential** - a reasoned assumption about meaning that is not explicitly stated (e.g., reading between the lines).

**instructional reading level** - the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support. irony - a figure of speech of which the literal meaning of the word is the opposite of its intended meaning (e.g., I could care less); a literary technique for implying, through plot or character, that the actual situation is quite different from that presented.

**journal** - a less private form of diary. It is more readily shared, allows more flexibility, and is more adaptable as a teaching tool. It is especially useful when used to elicit responses to reading, issues, and events under study.

**legends** - plots record deeds of past heroes; stories are presented as true; stories are usually secular and associated with wars and victories.

**literal** - information directly from the text (e.g., on the line).



**literature** – text created for a specific purpose (poem, story, novel, etc.).

**main idea** - the gist of a passage; central thought.

**medial** - coming in the middle of a word.

**metaphor** - a figure of speech in which a comparison is implied by analogy but is not stated.

**mode of writing** - any of the major types of writing (e.g., argumentation, description, exposition, narration).

**mood** - the emotional state of mind expressed by an author or artist in his or her work; the emotional atmosphere produced by an artistic work.

**mystery** - tightly woven plots have elements of suspense, danger, or intrigue; plots are fast-paced and frequently involve foreshadowing or flashback.

**myths** - stories are seen as true in the represented society; plots are usually associated with theology or ritual; accounts frequently explain natural phenomena.

**narrative** - a reading or writing selection which tells a story (e.g., fables, fairy tales, legends, tall tales, short stories, novels).

**neologism** - a new word or phrase, or a new meaning of, for an established word. Neologism also applies to new doctrines, such as a fresh new interpretation of the Bible or of some other work of literature.

**nonfiction** - information is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

**onomatopoeia** - the formation and use of words that suggest by their sounds the object or idea being named (e.g., bow wow, bang, buzz, crackle, clatter, hiss, murmur, sizzle, twitter, zoom).

**onset** - all of the sounds in a word that come before the first vowel.

**pacing** - setting one's own reading rate by using a pattern appropriate for the reading task.

**personification** - metaphorical figure of speech in which animals, ideas, and things are represented as having human qualities.

**phoneme** - a minimal sound unit of speech that distinguishes one word from another (e.g., lace, lake).

**phonemic awareness** - ability to manipulate, detect, and change sounds in spoken language (precedes phonics instruction).

**phonics** - a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blending them into syllables and words.

**point-of-view** - the way in which an author reveals a perspective/viewpoint, as in characters, events, and ideas in telling a story.

**predictable text** - books with dramatic cumulative repetitions and dependable schemes of rhyme and language that help children anticipate and thereby decode the printed page (e.g., Brown Bear, Brown Bear).

**prediction strategy** - a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech.

**prefix** - a syllable or group of syllables attached to the beginning of a word, or root, to change its meaning (e.g., reprint, unpack, dislike).

**prior knowledge** - knowing that stems from previous experience. Note: prior knowledge is a key component of schema theories of reading and comprehension.

**propaganda** - an extreme form of written or spoken persuasion intended to influence the reader, though sometimes subtly, and usually by one-sided rather than objective argument (e.g., advertising propaganda to sell a product).

**Readers Theatre** - a performance of literature, as a story, play, poetry read aloud expressively by one or more persons, rather than acted.

**r-controlled vowels** - the modified sound of a vowel immediately preceding /r/ in the same

syllable, e.g., care, never, sir, or.

**recursive process** - moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

**representing** - the presentation aspect of viewing. It is nonverbal depiction of communication.

**rime** - the part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is -ag; of swim, -im).

**root word** - a word with no prefix or suffix added; may also be referred to as a base word.

**Rule of Thumb** - a method students can use to make their reading selections. Students select a book, open it to any page, and read. One finger is raised for each unknown word. If they encounter more than five words that they cannot pronounce, probably it is a good idea to select another book.

**schwa** - A mark showing an absence of a vowel sound. The neutral vowel sound of most unstressed syllables in English, e.g., sound of a in ago or e in agent. This is the symbol, (, for this sound.

**science fiction** - relies on hypothesized scientific advancements and raises questions about the future of humanity; can be a useful vehicle for examining issues related to human survival in an uncertain future.

**semantic cues** - semantic cues involving word-meaning knowledge and a general sense of the test's meaning.

**sight word** - any word recognized by memory only.

**silent e** - an e that makes no sound that is usually found in the final position of an English root word.

**simile** - a combination of two things that are unlike, usually using the words like or as (e.g., soft as a kitten).

**soft c and g rule** - when c or g is followed by e, i, or y, it is usually soft.

**structural analysis** - the process of using knowledge of root words, endings, and affixes to decode words.

**subvocalize** - reading to oneself.

**suffix** - a syllable or group of syllables attached to the end of a word, or root, to change its meaning (e.g., s, ed, ing).

**Sustained Silent Reading/Drop Everything and Read** - child reads self-selected literature 10-30 minutes daily. A brief pair discussion, approximately 2 minutes, follows SSR/DEAR.

**syllabication** - the division of words into syllables.

**syllable** - a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound.

**symbolism** - use of one thing to suggest something else, specifically the use of symbols to represent ideas in concrete ways; the implied meaning of a literary work.

**synonyms** - words which have the same meaning.

**syntactic cues** - syntactic cues involve implicit knowledge of word order and the functions of words. Only certain word sequences are allowable in English, and only certain kinds of words fit into particular slots in our sentence patterns (e.g., the baseball player \_\_\_\_\_ the ball. The missing word must be a verb).

**tall tales** - a story about an impossible or exaggerated happening related in a realistic,

matter-of-fact, and often humorous way (e.g., Paul Bunyan).

**text** – any printed material.

**theme** - a topic of discussion in writing. A major idea broad enough to cover the entire scope of a literary work of art. A theme can be a noun or phrase (e.g., friendship, justice).

**transitional spelling** - the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

**VC** - vowel/consonant

**vowel digraph** - two vowels pronounced in such a way that the letters together stand for one sound (e.g. /a/ in sleigh).

**vowels** - a, e, i, o, u and sometimes y and w; made without any air obstruction.

**webbing** - instructional activities, particularly graphic ones, that are designed to show the relationship among ideas or topics in text or to plan for writing: cognitive mapping.

**writer's workshop** - instructional time that includes mini-lessons, peer/teacher conferences, process writing, sharing time, author's chair, sustained silent reading, and small teaching groups.

**writing folders** - a folder or notebook that contains writing generated during the various stages of the writing process.

**y as a vowel rule** - if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e.



**Priority Academic Student Skills**

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**OVERVIEW****Grades 6 - 8**

Students in the middle grades will expand and deepen their knowledge of numbers, computation, estimation, measurement, geometry, statistics, probability, patterns and functions, and the fundamental concepts of algebra by focusing on meaningful mathematics in each of these areas.

Instruction in the middle grades should include activities in which the students actively work to pose and solve problems both individually and together. Learning tools such as concrete models, fraction manipulatives, algebra tiles, geoboards, calculators and computers are beneficial and should be available to all students.

**MATHEMATICS PROCESS STANDARDS****Grades 6 - 8**

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Active involvement by students using these processes is likely to broaden mathematical understandings and lead to increasingly sophisticated abilities required to meet mathematical challenges in meaningful ways.

**Process Standard 1: Problem Solving**

1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
2. Use technology to generate and analyze data to solve problems.
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
4. Evaluate results to determine their reasonableness.
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.

**Process Standard 2: Communication**

1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).
3. Select and use appropriate terminology when discussing mathematical concepts and ideas.

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### **Process Standard 3: Reasoning**

1. Identify and extend patterns and use experiences and observations to make suppositions.
2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).

### **Process Standard 4: Connections**

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2. Connect one area or idea of mathematics to another (e.g., relates equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).

### **Process Standard 5: Representation**

1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).

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## MATHEMATICS CONTENT STANDARDS

### Grade 6

The following concepts and skills should be mastered by all students upon completion of sixth grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

#### MAJOR CONCEPTS

- **Develop an understanding of and fluency with multiplication and division of fractions and decimals.**
- **Write, interpret, use, simplify, and solve mathematical expressions and equations.**
- **Develop a basic understanding of integer operations.**

**Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.**

1. Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patterns like the Fibonacci numbers).
2. Write algebraic expressions and simple equations that correspond to a given situation.
3. Use substitution to simplify and evaluate algebraic expressions (e.g., if  $x = 5$  evaluate  $3 - 5x$ ).
4. Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g.,  $1/3x = 9$ ).

**Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.**

1. Number Sense: Convert compare, and order decimals, fractions, and percents using a variety of methods.
2. Number Operations
  - a. Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.

**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

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- b. Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems.
- c. Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g.,  $7/8 + 8/9$  is about 2,  $3.9 + 5.3$  is about 9).
- d. Use the basic operations on integers to solve problems.
- e. Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.

**Standard 3: Geometry - The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.**

- 1. Compare and contrast the basic characteristics of three-dimensional figures (pyramids, prisms, cones, and cylinders).
- 2. Compare and contrast congruent and similar figures.
- 3. Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.

**Standard 4: Measurement - The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.**

- 1. Use formulas to find the circumference and area of circles in terms of pi.
- 2. Convert, add, or subtract measurements within the same system to solve problems (e.g.,  $9' 8" + 3' 6"$ ,  $150 \text{ minutes} = \underline{\hspace{1cm}} \text{ hours and } \underline{\hspace{1cm}} \text{ minutes}$ ,  $6 \text{ square inches} = \underline{\hspace{1cm}} \text{ square feet}$ ).

**Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.**

- 1. Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs).
- 2. Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.
- 3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.

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the teacher resources page. From the teacher resources page, click on “Accountability and Assessment” to go to the assessment page and then click on “Oklahoma Core Curriculum Tests (OCCT)” on the menu on the left side of the screen.

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## MATHEMATICS CONTENT STANDARDS

### Grade 7

The following concepts and skills should be mastered by all students upon completion of seventh grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

#### MAJOR CONCEPTS

- **Develop an understanding of proportionality and apply that understanding to solve problems.**
- **Develop an understanding of and fluency with operations on all rational numbers.**
- **Develop and apply strategies for solving linear equations.**

**Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use number properties and algebraic reasoning to identify, simplify, and solve simple linear equations and inequalities.**

1. Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables (e.g., as the value of  $x$  increases on a table, do the values of  $y$  increase or decrease, identify a positive rate of change on a graph and compare it to a negative rate of change).
2. Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g.,  $-2x + 4 = -2$ ).
3. Inequalities: Model, write, solve, and graph one-step linear inequalities with one variable.

**Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.**

1. Number Sense
  - a. Compare and order positive and negative rational numbers.
  - b. Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers (e.g., the square root of 12 is between 3 and 4).
  - \*c. Demonstrate the concept of ratio and proportion with models (e.g., similar geometric shapes, scale models).
2. Number Operations

**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

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- a. Solve problems using ratios and proportions.
- b. Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).
- c. Simplify numerical expressions with integers, exponents, and parentheses using order of operations.

**Standard 3: Geometry - The student will apply the properties and relationships of plane geometry in a variety of contexts.**

1. Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles.
2. Identify and analyze the angle relationships formed by parallel lines cut by a transversal (e.g., alternate interior angles, alternate exterior angles, adjacent, and vertical angles).
3. Construct geometric figures and identify geometric transformations on the rectangular coordinate plane (e.g., rotations, translations, reflections, magnifications).

**Standard 4: Measurement - The student will use measurement to solve problems in a variety of contexts.**

1. Develop and apply the formulas for perimeter and area of triangles and quadrilaterals to solve problems.
2. Apply the formula for the circumference and area of a circle to solve problems.
3. Find the area and perimeter of composite figures to solve application problems.

**Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.**

1. Data Analysis: Compare, translate, and interpret between displays of data (e.g., multiple sets of data on the same graph, data from subsets of the same population, combinations of diagrams, tables, charts, and graphs).
2. Probability: Determine the probability of an event involving “or”, “and”, or “not” (e.g., on a spinner with one blue, two red and two yellow sections, what is the probability of getting a red or a yellow?).
3. Central Tendency: Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

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## MATHEMATICS CONTENT STANDARDS

### Grade 8

The following concepts and skills should be mastered by all students upon completion of eighth grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

#### MAJOR CONCEPTS

- **Analyze and represent linear functions as equations, tables, graphs, and verbal expressions.**
- **Develop an understanding of surface area and volume of three-dimensional shapes and use formulas to find the surface area and volume.**
- **Analyze and summarize data sets in various formats.**

**Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will graph and solve linear equations and inequalities in problem solving situations.**

1. Equations
  - a. Model, write, and solve multi-step linear equations with one variable using a variety of methods to solve application problems.
  - b. Graph and interpret the solution to one- and two-step linear equations on a number line with one variable and on a coordinate plane with two variables.
  - c. Predict the effect on the graph of a linear equation when the slope or y-intercept changes (e.g., make predictions from graphs, identify the slope or y-intercept in the equation  $y = mx + b$  and relate to a graph).
  - d. Apply appropriate formulas to solve problems (e.g.,  $d=rt$ ,  $I=prt$ ).
2. Inequalities: Model, write, solve, and graph one- and two-step linear inequalities with one variable.

**Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems.**

1. Number Sense: Represent and interpret large numbers and numbers less than one in exponential and scientific notation.
2. Number Operations
  - a. Use the rules of exponents, including integer exponents, to solve problems (e.g.,  $7^2 \cdot 7^3 = 7^5$ ,  $3^{-10} \cdot 3^8 = 3^{-2}$ ).
  - b. Solve problems using scientific notation.

**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

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- c. Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.

**Standard 3: Geometry - The student will use geometric properties to solve problems in a variety of contexts.**

1. Construct models, sketch (from different perspectives), and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms.
2. Develop the Pythagorean Theorem and apply the formula to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle.

**Standard 4: Measurement - The student will use measurement to solve problems in a variety of contexts.**

1. Develop and apply formulas to find the surface area and volume of rectangular prisms, triangular prisms, and cylinders (in terms of pi).
2. Apply knowledge of ratio and proportion to solve relationships between similar geometric figures.
3. Find the area of a “region of a region” for simple composite figures and the area of cross sections of regular geometric solids (e.g., area of a rectangular picture frame).

**Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.**

1. Data Analysis: Select, analyze and apply data displays in appropriate formats to draw conclusions and solve problems.
- \*2. Probability: Determine how samples are chosen (random, limited, biased) to draw and support conclusions about generalizing a sample to a population (e.g., is the average height of a men’s college basketball team a good representative sample for height predictions?).
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.

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## OVERVIEW

### High School

The *Priority Academic Student Skills (PASS)* in mathematics for high school establishes a framework for a curriculum that reflects the needs of all students. Such a curriculum recognizes that they will spend their adult lives in a society increasingly dominated by technology and quantitative methods.

A broadened view of mathematics will include the traditional topics of algebra and geometry but must also include the mathematical processes of problem-solving, communication, reasoning, connections, and representation. Although they are stated separately for emphasis, these process standards should be integrated throughout the high school core curriculum.

A school's curriculum in mathematics should be organized to permit all students to progress as far into the mathematics proposed here as their achievement with the objectives allows. Schools should use this material to create a curriculum most beneficial to their students. Those students planning to continue their mathematics education should study additional advanced mathematics topics such as trigonometry and calculus.

The curriculum is intended to provide a common body of mathematical ideas accessible to all students. It is recognized that students entering high school differ in many ways, including mathematical achievement, but it is believed these differences are best addressed by extensions of the proposed content rather than by deletions.

The increasing role of technology in instruction will alter the teaching and learning of mathematics. Calculators and computers should be integrated throughout the curriculum so that students will concentrate on the problem-solving process as well as the calculations associated with problems.

## PROCESS STANDARDS

### High School

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Active involvement by students using these processes is likely to broaden mathematical understandings and lead to increasingly sophisticated abilities required to meet mathematical challenges in meaningful ways.

#### **Process Standard 1: Problem Solving**

1. Apply a wide variety of problem-solving strategies (identify a pattern, use equivalent representations) to solve problems from within and outside mathematics.
2. Identify the problem from a described situation, determine the necessary data and apply appropriate problem-solving strategies.

#### **Process Standard 2: Communication**

1. Use mathematical language and symbols to read and write mathematics and to converse with others.

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2. Demonstrate mathematical ideas orally and in writing.
3. Analyze mathematical definitions and discover generalizations through investigations.

### **Process Standard 3: Reasoning**

1. Use various types of logical reasoning in mathematical contexts and real-world situations.
2. Prepare and evaluate suppositions and arguments.
3. Verify conclusions, identify counterexamples, test conjectures, and justify solutions to mathematical problems.
4. Justify mathematical statements through proofs.

### **Process Standard 4: Connections**

1. Link mathematical ideas to the real world (e.g., statistics helps qualify the confidence we can have when drawing conclusions based on a sample).
2. Apply mathematical problem-solving skills to other disciplines.
3. Use mathematics to solve problems encountered in daily life.
4. Relate one area of mathematics to another and to the integrated whole (e.g., connect equivalent representations to corresponding problem situations or mathematical concepts).

### **Process Standard 5: Representation**

1. Use algebraic, graphic, and numeric representations to model and interpret mathematical and real world situations.
2. Use a variety of mathematical representations as tools for organizing, recording, and communicating mathematical ideas (e.g., mathematical models, tables, graphs, spreadsheets).
3. Develop a variety of mathematical representations that can be used flexibly and appropriately.

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## MATHEMATICS CONTENT STANDARDS

### Algebra I (Updated August 2006)

The following skills are required of all students completing Algebra I. **Major Concepts** should be taught in depth using a variety of methods and applications (concrete to the abstract). **Maintenance Concepts** have been taught previously and are a necessary foundation for this course. The major concepts are considered minimal exit skills and districts are strongly encouraged to exceed these skills when building an Algebra I curriculum. Visual and physical models, calculators, and other technologies are recommended when appropriate and can enhance both instruction and assessment.

#### MAJOR CONCEPTS

**Number Sense and Algebraic Operations -  
Polynomials, Exponents, Expressions**

**Relations and Functions -  
Linear Functions & Slope  
Formulas**

**Data Analysis, Statistics and Probability-  
Tables, Graphs, Charts, Scatter Plots**

#### MAINTENANCE CONCEPTS

Number Sense & Algebraic Reasoning-  
Equations, Inequalities, Exponents,  
Rational Numbers

Geometry  
Volume, Surface Area, Ratio,  
Proportion, Formulas

Data Analysis and Statistics -  
Graphical Representations,  
Measures of Central Tendency

**Standard 1: Number Sense and Algebraic Operations - The student will use expressions and equations to model number relationships.**

1. Equations and Formulas
  - a. Translate word phrases and sentences into expressions and equations and vice versa.
  - b. Solve literal equations involving several variables for one variable in terms of the others.
  - c. Use the formulas from measurable attributes of geometric models (perimeter, circumference, area and volume), science, and statistics to solve problems within an algebraic context.
  - d. Solve two-step and three-step problems using concepts such as rules of exponents, rate, distance, ratio and proportion, and percent.
2. Expressions
  - a. Simplify and evaluate linear, absolute value, rational and radical expressions.
  - b. Simplify polynomials by adding, subtracting or multiplying.
  - c. Factor polynomial expressions.

**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).



## *Priority Academic Student Skills*

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### **Standard 2: Relations and Functions - The student will use relations and functions to model number relationships.**

1. Relations and Functions
  - a. Distinguish between linear and nonlinear data.
  - b. Distinguish between relations and functions.
  - c. Identify dependent and independent variables, domain and range.
  - d. Evaluate a function using tables, equations or graphs.
2. Linear Equations and Graphs
  - a. Solve linear equations by graphing or using properties of equality.
  - b. Recognize the parent graph of the functions  $y = k$ ,  $y = x$ ,  $y = |x|$ , and predict the effects of transformations on the parent graph.
  - c. Slope
    - I. Calculate the slope of a line using a graph, an equation, two points or a set of data points.
    - II. Use the slope to differentiate between lines that are parallel, perpendicular, horizontal, or vertical.
    - III. Interpret the slope and intercepts within the context of everyday life (e.g., telephone charges based on base rate [y-intercept] plus rate per minute [slope]).
  - d. Develop the equation of a line and graph linear relationships given the following: slope and y-intercept, slope and one point on the line, two points on the line, x-intercept and y-intercept, a set of data points.
  - e. Match equations to a graph, table, or situation and vice versa.
3. Linear Inequalities and Graphs
  - a. Solve linear inequalities by graphing or using properties of inequalities.
  - b. Match inequalities (with 1 or 2 variables) to a graph, table, or situation and vice versa.
4. Solve a system of linear equations by graphing, substitution or elimination.
- \* 5. Nonlinear Functions
  - a. Match exponential and quadratic functions to a table, graph or situation and vice versa.
  - b. Solve quadratic equations by graphing, factoring, or using the quadratic formula.

## ***Priority Academic Student Skills***

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**Standard 3: Data Analysis, Probability and Statistics - The student will use data analysis, probability and statistics to formulate and justify predictions from a set of data.**

1. Data Analysis
  - a. Translate from one representation of data to another and understand that the data can be represented using a variety of tables, graphs, or symbols and that different modes of representation often convey different messages.
  - b. Make valid inferences, predictions, and/or arguments based on data from graphs, tables, and charts.
  - c. Solve two-step and three-step problems using concepts such as probability and measures of central tendency.
2. Collect data involving two variables and display on a scatter plot; interpret results using a linear model/equation and identify whether the model/equation is a line best fit for the data.

# *Priority Academic Student Skills*

## MATHEMATICS CONTENT STANDARDS

### Geometry (Updated February 2007)

The following skills are required of all students completing Geometry. **Major Concepts** should be taught in depth using a variety of methods and applications (concrete to the abstract). **Maintenance Concepts** have been taught previously and are a necessary foundation for this course. The major concepts are considered minimal exit skills and districts are strongly encouraged to exceed these skills when building a Geometry curriculum. Visual and physical models, calculators, and other technologies are recommended when appropriate and can enhance both instruction and assessment.

#### MAJOR CONCEPTS

Logical Reasoning  
Properties  
Coordinate Geometry  
Triangles

#### MAINTENANCE CONCEPTS

Ratios, Proportions  
Perimeter, Area, Surface Area, Volume  
Equations  
Formulas

#### **Standard 1: Logical Reasoning - The student will use deductive and inductive reasoning to solve problems.**

1. Identify and use logical reasoning skills (inductive and deductive) to make and test conjectures, formulate counter examples, and follow logical arguments.
2. State, use, and examine the validity of the converse, inverse, and contrapositive of “if-then” statements.
- \* 3. Compare the properties of Euclidean geometry to non-Euclidean geometries (for example, elliptical geometry, as shown on the surface of a globe, does not uphold the parallel postulate).

#### **Standard 2: Properties of 2-Dimensional Figures - The student will use the properties and formulas of geometric figures to solve problems.**

- \* 1. Use geometric tools (for example, protractor, compass, straight edge) to construct a variety of figures.
2. Line and Angle Relationships
  - a. Use the angle relationships formed by parallel lines cut by a transversal to solve problems.
  - b. Use the angle relationships formed by two lines cut by a transversal to determine if the two lines are parallel and verify, using algebraic and deductive proofs.
  - c. Use relationships between pairs of angles (for example, adjacent, complementary, vertical) to solve problems.

**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

## *Priority Academic Student Skills*

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3. Polygons and Other Plane Figures
  - a. Identify, describe, and analyze polygons (for example, convex, concave, regular, pentagonal, hexagonal, n-gonal).
  - b. Apply the interior and exterior angle sum of convex polygons to solve problems, and verify using algebraic and deductive proofs.
  - c. Develop and apply the properties of quadrilaterals to solve problems (for example, rectangles, parallelograms, rhombi, trapezoids, kites).
  - d. Use properties of 2-dimensional figures and side length, perimeter or circumference, and area to determine unknown values and correctly identify the appropriate unit of measure of each.
4. Similarity
  - a. Determine and verify the relationships of similarity of triangles, using algebraic and deductive proofs.
  - b. Use ratios of similar 2-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference, and area.
5. Congruence
  - a. Determine and verify the relationships of congruency of triangles, using algebraic and deductive proofs.
  - b. Use the relationships of congruency of 2-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference, and area.
6. Circles
  - a. Find angle measures and arc measures related to circles.
  - b. Find angle measures and segment lengths using the relationships among radii, chords, secants, and tangents of a circle.

**Standard 3: Triangles and Trigonometric Ratios - The student will use the properties of right triangles and trigonometric ratios to solve problems.**

1. Use the Pythagorean Theorem and its converse to find missing side lengths and to determine acute, right, and obtuse triangles, and verify using algebraic and deductive proofs.
2. Apply the 45-45-90 and 30-60-90 right triangle relationships to solve problems, and verify using algebraic and deductive proofs.
3. Express the trigonometric functions as ratios and use sine, cosine, and tangent ratios to solve real-world problems.
- \* 4. Use the trigonometric ratios to find the area of a triangle.

## ***Priority Academic Student Skills***

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### **Standard 4: Properties of 3-Dimensional Figures - The student will use the properties and formulas of geometric figures to solve problems.**

1. Polyhedra and Other Solids
  - a. Identify, describe, and analyze polyhedra (for example, regular, decahedral).
  - b. Use properties of 3-dimensional figures; side lengths, perimeter or circumference, and area of a face; and volume, lateral area, and surface area to determine unknown values and correctly identify the appropriate unit of measure of each.
2. Similarity: Use ratios of similar 3-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference of a face, area of a face, and volume.
3. Create a model of a 3-dimensional figure from a 2-dimensional drawing and make a 2-dimensional representation of a 3-dimensional object (for example, nets, blueprints, perspective drawings).

### **Standard 5: Coordinate Geometry - The student will solve problems with geometric figures in the coordinate plane.**

1. Find the distance between two points; the midpoint of a segment; and calculate the slopes of parallel, perpendicular, horizontal, and vertical lines.
2. Properties of Figures
  - a. Given a set of points determine the type of figure formed based on its properties.
  - b. Use transformations (reflection, rotation, translation) on geometric figures to solve problems within coordinate geometry.

**Priority Academic Student Skills****MATHEMATICS CONTENT STANDARDS****Algebra II  
(Updated February 2007)**

The following skills are required of all students completing Algebra II. **Major Concepts** should be taught in depth using a variety of methods and applications (concrete to the abstract). **Maintenance Concepts** have been taught previously and are a necessary foundation for this course. The major concepts are considered minimal exit skills and districts are strongly encouraged to exceed these skills when building an Algebra II curriculum. Visual and physical models, calculators, and other technologies are recommended when appropriate and can enhance both instruction and assessment.

**MAJOR CONCEPTS**

**Number Systems and Algebraic Operations –  
Real and Complex Numbers**  
**Functions and Relations -  
Quadratic, Polynomial, Exponential,  
Logarithmic, Rational**  
**Data Analysis, Statistics, and Probability  
Relationships, Measures of Central  
Tendency and Variability, Sequences and  
Series**

**MAINTENANCE CONCEPTS**

Polynomials  
Exponents  
Expressions  
Slope  
Data Displays

**Standard 1: Number Systems and Algebraic Operations - The student will perform operations with rational, radical, and polynomial expressions, as well as expressions involving complex numbers.**

1. Rational Exponents
  - a. Convert expressions from radical notations to rational exponents and vice versa.
  - b. Add, subtract, multiply, divide, and simplify radical expressions and expressions containing rational exponents.
2. Polynomial and Rational Expressions
  - a. Divide polynomial expressions by lower degree polynomials.
  - b. Add, subtract, multiply, divide, and simplify rational expressions, including complex fractions.
3. Complex Numbers
  - \* a. Recognize that to solve certain problems and equations, number systems need to be extended from real numbers to complex numbers.

**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

## *Priority Academic Student Skills*

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- b. Add, subtract, multiply, divide, and simplify expressions involving complex numbers.

**Standard 2: Relations and Functions - The student will use the relationships among the solution of an equation, zero of a function, x-intercepts of a graph, and factors of a polynomial expression to solve problems involving relations and functions.**

1. Functions and Function Notation
  - a. Recognize the parent graphs of polynomial, exponential, radical, quadratic, and logarithmic functions and predict the effects of transformations on the parent graphs, using various methods and tools which may include graphing calculators.
  - b. Add, subtract, multiply, and divide functions using function notation.
  - c. Combine functions by composition.
  - d. Use algebraic, interval, and set notations to specify the domain and range of functions of various types.
  - e. Find and graph the inverse of a function, if it exists.
2. Systems of Equations
  - a. Model a situation that can be described by a system of equations or inequalities and use the model to answer questions about the situation.
  - b. Solve systems of linear equations and inequalities using various methods and tools which may include substitution, elimination, matrices, graphing, and graphing calculators.
  - \*c. Use either one quadratic equation and one linear equation or two quadratic equations to solve problems.
3. Quadratic Equations and Functions
  - a. Solve quadratic equations by graphing, factoring, completing the square and quadratic formula.
  - b. Graph a quadratic function and identify the x- and y-intercepts and maximum or minimum value, using various methods and tools which may include a graphing calculator.
  - c. Model a situation that can be described by a quadratic function and use the model to answer questions about the situation.

## *Priority Academic Student Skills*

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4. Identify, graph, and write the equations of the conic sections (circle, ellipse, parabola, and hyperbola).
5. Exponential and Logarithmic Functions
  - a. Graph exponential and logarithmic functions.
  - b. Apply the inverse relationship between exponential and logarithmic functions to convert from one form to another.
  - c. Model a situation that can be described by an exponential or logarithmic function and use the model to answer questions about the situation.
6. Polynomial Equations and Functions
  - a. Solve polynomial equations using various methods and tools which may include factoring and synthetic division.
  - b. Sketch the graph of a polynomial function.
  - c. Given the graph of a polynomial function, identify the x- and y-intercepts, relative maximums and relative minimums, using various methods and tools which may include a graphing calculator.
  - d. Model a situation that can be described by a polynomial function and use the model to answer questions about the situation.
7. Rational Equations and Functions
  - a. Solve rational equations.
  - b. Sketch the graph of a rational function.
  - c. Given the graph of a rational function, identify the x- and y-intercepts, vertical asymptotes, using various methods and tools which may include a graphing calculator.
  - d. Model a situation that can be described by a rational function and use the model to answer questions about the situation.

**Standard 3: Data Analysis and Statistics - The student will use data analysis and statistics to formulate and justify predictions from a set of data.**

1. Analysis of Collected Data Involving Two Variables
  - a. Interpret data on a scatter plot using a linear, exponential, or quadratic model/equation.



***Priority Academic Student Skills***

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- b. Identify whether the model/equation is a curve of best fit for the data, using various methods and tools which may include a graphing calculator.
- \* 2. Measures of Central Tendency and Variability
- a. Analyze and synthesize data from a sample using appropriate measures of central tendency (mean, median, mode, weighted average).
  - b. Analyze and synthesize data from a sample using appropriate measures of variability (range, variance, standard deviation).
  - c. Use the characteristics of the Gaussian normal distribution (bell-shaped curve) to solve problems.
  - d. Identify how given outliers affect representations of data.
3. Identify and use arithmetic and geometric sequences and series to solve problems.

## Priority Academic Student Skills

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### GLOSSARY

**addend** - in the addition problem  $3 + 2 + 6 = 11$ , the addends are 3, 2, and 6.

**algorithm** - step-by-step procedure for solving a problem.

**analog time** - time displayed on a timepiece having hour and minute hands.

**array** - (rectangular) an orderly arrangement of objects into a rectangular configuration (e.g., take six tiles and arrange two long and three wide to form a rectangle).

**attribute** - characteristics (e.g., size, shape, color, weight).

**combinations** - a selection of objects without regard to order.

**complementary angles** - two angles whose measure have a sum of 90 degrees.

**complex numbers** - numbers of the form  $a + bi$ , where  $a$  and  $b$  are real numbers and  $i$  equals the square root of  $-1$ .

**composite numbers** - any positive integer exactly divisible by one or more positive integers other than itself and 1.

**congruent** - geometric figures having exactly the same size and shape.

**conic sections** - circles, parabolas, ellipses, and hyperbolas which can all be represented by passing a plane through a hollow double cone.

**conjecture** - a statement believed to be true but not proved.

**cosine** - in a right triangle, the cosine of an acute angle is the ratio of the length of the leg adjacent to the angle to the length of the hypotenuse.

**dependent events** - events that influence each other. If one of the events occurs, it changes the probability of the other event.

**domain of a relation** - the set of all the first elements or x-coordinates of a relation.

**exponential function** - an exponential function with base  $b$  is defined by  $y = b^x$ , where  $b > 0$  and  $b$  is not equal to 1.

**expression** - a mathematical phrase that can include operations, numerals and variables. In algebraic terms:  $2m + 3x$ ; in numeric terms:  $2.4 - 1.37$ .

**Fibonacci sequence** - the sequence of numbers, 1, 1, 2, 3, 5, 8, 13, 21, . . . where each number, except the first two, is the sum of the two preceding numbers.

**function** - a relation in which each element of the domain is paired with exactly one element of the range.

**function machine** - an input/output box (often made with milk cartons, boxes, or drawn on the board) to show one number entering and a different number exiting. Students guess the rule that produced the second number (e.g., enter 3, exit 5, rule: add 2).

## *Priority Academic Student Skills*

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**histogram** - a bar graph of a frequency distribution.

**imaginary number** - any complex number,  $a + bi$ , for which  $a = 0$  and  $b \neq 0$ .

**independent events** - events that do not influence one another. Each event occurs without changing the probability of the other event.

**integers** -  $\dots -2, -1, 0, 1, 2, \dots$

**intercepts (x & y)** - the x (y)-coordinate of the point where a graph intercepts the x (y)- axis.

**inverse operations** - operations that undo each other (e.g., addition and subtraction are inverse operations; multiplication and division are inverse operations).

**irrational numbers** - nonterminating, nonrepeating decimals (e.g., square root of 2, pi).

**logarithmic functions** - logarithmic function with base  $b$  is the inverse of the exponential function, and is defined by  $x = \log_b y$  ( $y > 0$ ,  $b > 0$ ,  $b \neq 1$ ).

**manipulatives** - concrete materials (e.g., buttons, beans, egg and milk cartons, counters, attribute and pattern blocks, interlocking cubes, base-10 blocks, geometric models, geoboards, fractions pieces, rulers, balances, spinners, dot paper) to use in mathematical calculations.

**mean** - in a set of  $n$  numbers, the sum of the numbers divided by  $n$ .

**median** - the middle number in the set, or the mean of the two middle numbers, when the numbers are arranged in order from least to greatest.

**mode** - a number in a set of data that occurs most often.

**multiple** - a number that is the product of a given integer and another integer (e.g., 6 and 9 are multiples of 3).

**natural numbers** - (counting numbers)  $1, 2, 3, 4, \dots$

**nonstandard measurement** - a measurement determined by the use of nonstandard units like hands, paper clips, beans, cotton balls, etc.

**number sense** - involves the understanding of number size (relative magnitude), number representations, number operations, referents for quantities and measurements used in everyday situations, etc.

**operation** - addition, subtraction, multiplication, division, etc.

**order of operations** - rules for evaluating an expression: work first within parentheses; then calculate all powers, from left to right; then do multiplications or divisions, from left to right; then do additions and subtractions, from left to right.

**ordinal** - a number that is used to tell order (e.g., first, fifth).

**prime number** - an integer greater than one whose only positive factors are 1 and itself (e.g., 2, 3, 5, 7, 11, 13  $\dots$ ).

**probability** - the study and measure of the likelihood of an event happening.

## *Priority Academic Student Skills*

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**properties of arithmetic** - for all real numbers  $a$ ,  $b$  and  $c$ :

commutative property:  $a + b = b + a$  and  $a \cdot b = b \cdot a$

associative property:  $(a + b) + c = a + (b + c)$  and  $(a \cdot b) \cdot c = a \cdot (b \cdot c)$

distributive property:  $a(b + c) = (a \cdot b) + (a \cdot c)$

identity property:  $a + 0 = a$  and  $a \cdot 1 = a$

inverse property:  $a + (-a) = 0$  and  $a \cdot \frac{1}{a} = 1$

**proportion** - a statement that ratios are equal.

**quadrants** - the four regions formed by the axes in a coordinate plane.

**quadratic equation** - an equation of the form  $ax^2 + bx + c = 0$ , where  $a$ ,  $b$  and  $c$  are real numbers and  $a$  is not equal to 0.

**quadratic formula** - if  $ax^2 + bx + c = 0$ , where  $a$ ,  $b$  and  $c$  are real numbers and  $a$  is not equal to

$$0, \text{ then } x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} .$$

**range of a relation** - the set of all the second elements or  $y$ -coordinates of a relation is called the range.

**ratio** - the comparison of two quantities by division.

**rational numbers** - quotients of integers (commonly called fractions - includes both positive and negative numbers).

**real numbers** - the set of all rational and irrational numbers.

**recursive patterns** - patterns in which each number is found from the previous number by repeating a process (e.g., Fibonacci numbers).

**relation** - a set of one or more pairs of numbers.

**relative magnitude** - the size of an object or number compared to other objects and numbers.

**scatter plot** - a dot or point graph of data.

**sequence** - a set of numbers arranged in a pattern.

**sine** - in a right triangle, the sine of an acute angle is the ratio of the length of the leg opposite the angle to the length of the hypotenuse.

**slope of a line** - the ratio of the change in  $y$  to the corresponding change in  $x$ . For any

$$\text{two points } (x_1, y_1) \text{ and } (x_2, y_2), m = \frac{(y_2 - y_1)}{(x_2 - x_1)} .$$

## *Priority Academic Student Skills*

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**spatial sense** - involves building and manipulating mental representations of 2- and 3-dimensional objects and ideas.

**standard deviation** - measures how much each value in the data differs from the mean of the data.

**statistics** - the study of data.

**stem-and-leaf plot** - a frequency distribution made by arranging data in the following way (e.g., student scores on a test were 96, 87, 77, 93, 85, 85, and 75 would be displayed as

```
9 | 6, 3
8 | 7, 5, 5
7 | 7, 5
```

**supplementary angles** - two angles whose measures have a sum of 180 degrees.

**supposition** - (act of supposing) making a statement or assumption without proof.

**tangent** - in a right triangle, the tangent is the ratio of the length of the leg opposite the angle to the length of the leg adjacent to the angle.

**transformation** - motion of a geometric figure (rotation [turn], translation [slide], and reflection [flip]).

**whole numbers** - 0, 1, 2, 3, 4, . . .



Compiled from the ACT Course Placement Study, Oklahoma 2011

Subject	ACT Subject Score										Percent Chance with 19							
	50% B or higher					50% C or higher					Oklahoma		Research		Regional		Community College	
	US	OK	Research	Regional	Community College	OK	Research	Regional	Community College	B	C	B	C	B	C	B	C	
English (ENG)	18	17	9	18	18	7	1	1	4	57%	74%	71%	84%	53%	73%	53%	69%	
Gen Math (Math)	24	24	25	22	24	11	18	6	15	41%	63%	31%	53%	44%	68%	44%	61%	
Algebra (Math)	22	24	24	23	24	17	18	16	16	36%	57%	32%	54%	38%	58%	37%	57%	
Biology (Sci)	24	24	25	24	22	16	18	15	15	36%	61%	22%	55%	35%	61%	42%	63%	
Chemistry (Sci)	24	24	24	24	24	15	14	16	6	38%	64%	37%	67%	37%	60%	40%	65%	
Physics (Sci)	25	25	24	27	*	16	15	15	*	31%	58%	35%	62%	22%	59%	*	*	
History (Rdg)	21	27	27	28	26	16	9	18	14	34%	57%	36%	65%	28%	54%	36%	58%	
Psychology (Rdg)	21	21	18	22	21	11	9	11	10	47%	68%	53%	74%	45%	68%	47%	66%	
Political Science (Rdg)	23	23	24	24	22	11	13	7	12	42%	66%	38%	67%	41%	67%	44%	64%	

2011 Oklahoma ACT Course Placement Study

\*Cutoff score could not be identified because fewer than 40 freshmen took Physics at a community college.

"Most institutions use the C or higher criterion in determining their placement policies and in advising students. Perhaps as a result, an overwhelming majority of students at most institutions earn C or higher grades. To the extent that this phenomenon represents real academic achievement by students, it is desirable. On the other hand, if nearly every student earns a C or higher grade, it is difficult to determine whether any placement variable is effective in predicting which student will earn a C or higher grade, or whether one particular cutoff score is more effective than another. For this reason, we present placement information in terms of both the B of higher criterion and the C or higher criterion. If a very large majority of students in the course (e.g., 80% or more) earn a C or higher grade, then we recommend that you validate test scores and high school grades for placement on the basis of the B or higher criterion. Then, select your cutoff scores on the basis of both criteria." (ACT Course Placement Study, Oklahoma 2011, page 3)





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**EXPERIENCE****Education Policy Consultant**, Washington, D.C.*(1999 to present)*

Provide strategic advice and technical assistance to national, state, local, international, and independent education organizations on a variety of education policy issues, including:

- standards, curriculum, and assessment development
- instructional methods and materials
- professional development
- public engagement and communications

*Significant Accomplishments:*

- **Serve as one of the nation's foremost writers and reviewers of K – 12 academic standards and curricula.**
- **Wrote and managed \$2.4 million Hewlett Foundation grant to establish the American Diploma Project (ADP). Served as ADP's founding executive director from 2001 – 2004.** Developed high school exit benchmarks used in 35 states to align K – 12 and postsecondary expectations. Advised gubernatorial staff, legislators, university system-heads, state and local K-12 superintendents, employers, and community leaders on ways to establish and strengthen PreK-16 articulation policies. Promoted ADP with local and national media.
- **Developed customized academic standards for the Friendship Public Charter Schools**, a system of charter schools in Washington, D.C. Co-led professional development process for the new standards-based curriculum.
- **Wrote feasibility study for the Archdiocese of Washington, D.C.** concerning the conversion of seven private Catholic schools to charter school status. Wrote successful charter school application for the conversion.
- **Provided technical assistance on the establishment of a new standards-based education system in the Emirate of Qatar**, including the development of new standards, assessments, and a new charter school system.
- **Established Common Core, Inc.**, a non-profit organization that advocates for liberal arts education in K – 12 U.S. Public Schools. Served as a founding board member.
- **Recruited to serve on the Feedback Committee for development of Common Core State Standards (CCSS).**
- **Led the Common Core Curriculum Mapping Project, establishing K – 12 ELA maps aligned to CCSS.**

**California Academic Standards Commission**, Sacramento, California*Deputy Executive Director (Gubernatorial appointment: 1997 – 1999)*

Managed all aspects of committee and staff work for this 21-member commission in its development of academic standards for California's K-12 public schools. The standards continue to be praised as models for others.

- Managed \$1.5 million annual budget
- Supervised staff and consultants
- Collaborated with state secretary of education; state board of education members and staff; state superintendent and staff; legislators; local, state, and national interest groups; and national content area/policy experts
- Directed all communications and public engagement efforts, including: authorship of op-eds; participation in editorial board meetings; organization of focus groups and public hearings; and representation of the commission's work at conferences and with state and national media
- Worked closely with consultant to write the history-social science standards

*Senior Consultant (Gubernatorial appointment: 1996 – 1998)*

- Worked closely with consultant to write the English language arts standards
- Conducted all policy research and made recommendations to the English Language Arts Committee
- Planned all committee meetings, including agendas, minutes and logistics

**Education Leaders Council**, Washington, D.C.*Administrator (1995 – 1996)*

Directed start-up of 501(c)(3) education reform advocacy group of state superintendents and state school board members.

**Marymount International School, Rome, Italy**

English Teacher (1992 – 1995)

- Taught high school English and Theory of Knowledge in International Baccalaureate Programme
- Developed curricula for and supervised the English as a Second Language Program for grades six – twelve

**District of Columbia Public Schools, Washington, D.C.**

English Teacher (1990 – 1992)

- Taught English and English as a Second Language
- Assisted with administration of city-wide language assessment for Title VII purposes

**Hishoten Tandai, Osaka, Japan**

English Teacher (1987 – 1988)

- Wrote curriculum for and taught English to Japanese college students

**Takamatsu Ichiko Public High School, Takamatsu, Japan**

Volunteer English Teacher (1986 – 1987)

- Wrote curriculum for and taught English to Japanese high school students
- Established an English Saturday School for elementary students and a weekly English class for parents

### OTHER PROFESSIONAL ACTIVITIES

**The Jefferson School African-American Heritage Center, Charlottesville, Virginia (2011 – present)**

Member, Board of Advisors

**Story to College, New York, New York (2011 – present)**

Member, Board of Trustees

**Common Core State Standards Initiative, Washington, D.C. (2009 – 2010)**

Member, Feedback Committee

**BizWorld Foundation, San Francisco, California (2009 – present)**

Education Advisory Committee Member

**Capital City Public Charter School, Washington, D.C. (2005 – 2010)**

Member, Board of Trustees; Chair, Program Evaluation Committee; Member, Middle States Accreditation Committee

**David Gordon Louis Daniel Foundation, McLean, Virginia (2004 – present)**

Member, Board of Trustees

**Center for State Scholars, Austin, Texas (2002 – 2005)**

National Advisory Board Member

**California State Board of Education Advisor, Sacramento, California (1998 – 2005)**

State Assessment Content Review Panelist

**California Commission on Teacher Credentialing Liaison, Sacramento, California (1997 – 1998)**

Reading Instruction Competency Assessment Panelist

**Third International Math and Science Study (TIMSS) Consultant, Washington, D.C. (1996)**

Advised U.S. Department of Education personnel on public relations strategy for this frequently cited international study on student achievement in math and science.

### VOLUNTEER SERVICE

#### **The Jefferson School African-American Heritage Center, Charlottesville, Virginia (2011 – present)**

- Review and refine curriculum materials associated with the Center’s permanent exhibition

#### **John Carroll Society, Washington, D.C. (2002 – present)**

- Scholarship Essay Judge
- Tenant Empowerment Network Volunteer

#### **Mount Holyoke College Book Award Program, Washington, D.C. (2001 – 2003)**

- Managed recruitment effort among local high schools via awarding of books to promising juniors

#### **Languages, Etc./Our Lady Queen of the Americas Church, Washington, D.C. (2000)**

- Taught English as a second language to adult immigrants

#### **Stone Ridge Country Day School of the Sacred Heart, Bethesda, Maryland (1999 – present)**

- Development Committee, Board of Trustees (2008 – 2010)
- Alumnae Board (2000 – present)
- Director of Special Events, Associated Alumnae of the Sacred Heart Conference (2000)

#### **SEED Public Charter School, Washington, D.C. (1999 – 2000)**

- Assisted with the development of curriculum for new residential public charter school

### EDUCATION

#### **Saint John’s College, Annapolis, Maryland, M.A. in Liberal Arts (1990)**

#### **Mount Holyoke College, South Hadley, Massachusetts, B.A. in English (1983)**

Awarded Merrill Prize for English

### AWARDS

#### **Cafritz Foundation Grant, Washington, D.C. (1992)**

Awarded to teachers for summer study; I studied Spanish in Quetzaltenango, Guatemala

#### **Council for Basic Education Grant, Washington, D.C. (1990)**

Awarded to teachers to study the teaching of writing across the curriculum

### LANGUAGES

Proficient Italian and French; knowledge of Japanese, Latin, and Spanish

### PUBLICATIONS

“The State of State Standards—and the Common Core—in 2010” (2010)

The Thomas B. Fordham Institute. Primary author.

“Stars By Which to Navigate: Scanning National and International Standards in 2009” (2009)

The Thomas B. Fordham Institute. Primary author.

“Why We’re Behind” (2008)

Common Core, Inc. Primary author.

“Advanced Placement and International Baccalaureate: Do They Deserve Gold Star Status?” (2007)

The Thomas B. Fordham Institute. Primary author.

“Ready or Not: Creating a High School Diploma that Counts” (2004)  
American Diploma Project, Achieve, Inc. Contributing Author.

# Jane F. Schielack

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**Professor, Department of Mathematics**

**Associate Dean for Assessment and Prek-12 Education**

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## Professional Preparation

Institution	Major	Degree	Year
Texas A&M University	Elementary and Secondary Education	B.S.	1975
University of Texas at Austin	Mathematics Education	M.A.	1980
Texas A&M University	Educational Curriculum and Instruction	Ph.D.	1988

## Professional Appointments

2006-date: Associate Dean for Assessment and Prek-12 Education, College of Science

2004-date: Professor, Texas A&M University, Department of Mathematics (with joint appointment in Department of Teaching, Learning and Culture)

2000-2008: Director, Information Technology in Science Center for Teaching and Learning

1994-2004: Associate Professor, Texas A&M University, Department of Mathematics (with joint appointment in Teaching, Learning, and Culture)

1989-1994: Assistant Professor, Texas A&M University, Department of Mathematics (with joint appointment in Educational Curriculum and Instruction)

1985-1989: Assistant Department Head, Texas A&M University, Department of Mathematics

1988-1989: Visiting Assistant Professor, Texas A&M University, Department of Mathematics

1982-1988: Lecturer, Texas A&M University, Department of Mathematics

1980-1982: Elementary Mathematics Specialist, Texas Education Agency

1979-1980: T.A./Assistant Instructor, University of Texas at Austin, Mathematics

1975-1979: Elementary Teacher, Victoria Independent School District, Victoria, TX

## Grants and Contracts

Co-P.I. (with X. B. Wu and S. L. Knight (Pennsylvania State University)), "Virtual Ecological Inquiry (VEI) -A Virtual Environment for Inquiry-based Learning and Research," 2010-2012, \$199,950.

P.I., "Middle-school Students in Texas-Algebra Ready (MSTAR), Mathematics Academies," Texas Region XIII Education Service Center, 2010-2011, \$40,960.

Co-P.I. (with S. Pedersen, S. Slough, and D. Williams (University of Louisiana)), "Instructional Materials Development: Engaging Middle School Students in Student-directed Inquiry through Virtual Environments for Learning," National Science Foundation, 2006-2010, \$1,685,499.

- Co-P.I. (with E. Simanek, S. Pedersen, and C. Stuessy), "Track 1, GK-12: Building Understanding through Research Partnerships and IT," National Science Foundation, 2006-2009, \$1,974,415.
- Co-P.I. and Project Director, (with Richard Ewing, Jane Conoley, Joe Newton and Jon Denton), "Center for the Application of Information Technology in the Teaching and Learning of Science," National Science Foundation, 2000-2008, \$10,300,000.

### **Synergistic K-12 Collaborative Activities**

- Team Leader, National Association of State Universities and Land Grant Colleges (NASULGC), Science and Math Teacher Initiative (SMTI), 2008-present
- Series Advisor, National Council of Teachers of Mathematics, Focus in Grades 6, 7, and 8, 2010.
- Chair, Writing Group, Texas Education Agency, *Texas Curriculum Focal Points for Kindergarten through Grade 8 Mathematics*, 2009.
- Chair, Writing Group, National Council of Teachers of Mathematics *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*, 2006.
- Director and Co-PI, NSF ITS Center for Learning and Teaching (\$10,000,000), 2000-2008, collaborating with 150 teachers from over 100 school districts in Texas to enhance Grade 7-12 science instruction.

### **Publications**

#### *Articles in Refereed Books and Journals*

- Schielack, J. F. (2012). Building an IT-based learning ecology for science education leadership. In J. F. Schielack & S. L. Knight (eds.), *The New Science Education Leadership: An IT-Based Learning Ecology Model* (pp. 3-14). New York: Teachers College Press.
- Schielack, J., & Seeley, Cathy, L. (2012). Transitions from elementary to middle school mathematics. In C. Hirsch, G. Lappan, & B. Reys (eds.), *Curriculum Issues in an Era of Common Core State Standards for Mathematics* (pp. 207-14). Reston, VA: National Council of Teachers of Mathematics.
- Schielack, J., & Seeley, C. (2010). Contemporary curriculum issues: Transitions from elementary to middle school math. *Teaching Children Mathematics*, 16, 358-62.
- Ruebush, L. E., Grossman, E. L., Miller, S. A., North, S. W., Schielack, J. F., & Simanek, E. E. (2009). Scientists' perspective on introducing authentic inquiry to high school teachers during an intensive three-week summer professional development experience, *School Science and Mathematics*, 109, 162-174.
- Seeley, C., & Schielack J. (2007). A look at the development of algebraic thinking in Curriculum Focal Points," *Mathematics Teaching in the Middle School*, 13, 266-269.
- Schielack, J., & Seeley, C. (2007). A look at the development of data representation and analysis in Curriculum Focal Points: A Quest for Coherence," *Mathematics Teaching in the Middle School*, 13, 208-210.
- Seeley, C., & Schielack J. (2007). A look at the development of ratios, rates, and proportionality, *Mathematics Teaching in the Middle School*, 13, 140-142.
- Schielack, J., & Seeley, C. (2007). Implementation of the NCTM's Curriculum Focal Points: Concept versus content, *Mathematics Teaching in the Middle School*, 13, 78-80.

- Sell, K. S., Herbert, B. H., Stuessy, C., & Schielack, J. (2006). Supporting student conceptual model development of complex earth systems through the use of multiple representations and inquiry. *Journal of Geoscience Education*, 54, 396-407.
- Schielack, J. F. (2005). Connecting current environmental science research to Grade 7- 14 mathematics classrooms. *Abstracts of Papers Presented to the American Mathematical Society*, 26, 258.
- Thompson, B. M., Schielack, J. F., & Vestal, T. A. (2004). Seeing is believing: Effective components of a professional development training for county extentions educators on an innovation perceived as risky—food irradiation. *Journal of Food Safety Education*, 3(4), 54-58.
- Schielack, J. F. (2004). Using technology to enhance depth and complexity in mathematics instruction for preservice teachers. *Abstracts of Papers Presented to the American Mathematical Society*, 25, 281.
- Schielack, J.F., Chancellor D., and Childs, K. (2000). Designing questions to encourage children’s mathematical thinking. *Teaching Children Mathematics*, 6, 398-402.
- Schielack, J.F. (1996). Elementary students, calculators, and mathematical thinking, *Texas Mathematics Teacher*, 44 (2), 13-14.
- Chancellor, D., Schielack, J.F., and Irvin, B.B. (1995). Math by the month: You don’t say! *Teaching Children Mathematics* (Focus Issue: Communication), 1, 354-55.
- Schielack, J.F. and Chancellor, D. (1994). Stop, look, listen, and produce: Building reflective thinking into teacher inservice. *Professional Development for Teachers of Mathematics: 1994 yearbook* (pp. 304-307). Reston, VA: National Council of Teachers of Mathematics.
- Schielack, J.F. and Chancellor, D. (1993). From multiple choice to action and voice: Teachers designing a change in assessment for mathematics in Grade 1. In N. Webb (Ed.), *Assessment in the classroom: 1993 Yearbook* (pp. 121-129). Reston, VA: National Council of Teachers of Mathematics.
- Dockweiler, C. J., & Schielack, J. F. (1992). Guesstimate: High/low. In J. T. Fey (Ed.), *Calculators in mathematics education: 1992 Yearbook* (p. 239). Reston, VA: National Council of Teachers of Mathematics.
- Dockweiler, C. J., & Schielack, J. F. (1992). Press On! In J. T. Fey (Ed.), *Calculators in mathematics education: 1992 Yearbook* (p. 238). Reston, VA: National Council of Teachers of Mathematics.
- Farmer, J. F., & Schielack, J. F. (1992). Mathematics readings for non-mathematics majors. *Primus: Problems, Resources, and Issues in Mathematics Undergraduate Studies*, 2 357-369.
- Schielack, J. F., & Dockweiler, C.J. (1992). Elementary mathematics and calculators: Let’s think about it! *School Science and Mathematics*, 92, 392-398.
- Schielack, J. F. (1991). Primary experiences in learning *what* (as well as *how*) to count. In M.J. Kenney (Ed.), *Discrete mathematics across the curriculum, K-12: 1991 Yearbook* (pp. 44-50). Reston, VA: National Council of Teachers of Mathematics.
- Schielack, J. F. (1991). Reaching young pupils with technology. *Arithmetic Teacher*, 38 (6) 51-55.
- Schielack, J. F. (1990). Teaching mathematics with technology: A graphing tool for the primary grades. *Arithmetic Teacher*, 38 (2) 40-43.
- Schielack, J. F., & Klein, C. (1984). Mathematics and home economics. In *Middle School Student Merit Awards*. Reston, VA: National Council of Teachers of Mathematics.

*Textbooks*

- Schielack, J., et al. (2012). *digits*, Grades 6-8. Boston: Pearson.
- Charles, R., et al (including J. Schielack). (2012). *enVision Common Core Math*, Kindergarten through Grade 6. Glenview, IL: Pearson.
- Charles, R., et al (including J. Schielack). (2009). *enVision*, Kindergarten through Grade 6. Glenview, IL: Pearson.
- O’Daffer, P., Charles, R., Cooney, T., Dossey, J., and Schielack, J. (2008, 2005, 2002, 1998). *Mathematics for Elementary Teachers*. Reading, MA: Addison Wesley Longman.
- Charles, R., et al (including J. Schielack). (2004). *SF04*, Kindergarten through Grade 5. Glenview, IL: Scott Foresman.
- Olson, J., Olson, M., and Schielack, J.F. (2002). *Integrating Handheld Technology into the Elementary Classroom*. Dallas, TX: Texas Instruments.
- Charles, R., Chancellor, D., Moore, D., Schielack, J., and Van de Walle, J. *Math 98, Kindergarten*. (1997). Menlo Park, CA: Scott Foresman Addison Wesley Longman. Charles, R., Chancellor, D., Harcourt, L., Schielack, J., Moore, D., Van de Walle, J., and Wortzman, R. *Math 98, Grade 1*. (1997). Menlo Park, CA: Scott Foresman Addison Wesley Longman.
- Charles, R., Chancellor, D., Harcourt, L., Schielack, J., Moore, D., Van de Walle, J., and Wortzman, R. *Math 98, Grade 2*. (1997). Menlo Park, CA: Scott Foresman Addison Wesley Longman.

*Other Books, Articles, and Professional Materials*

- Schielack, J. F., & Chancellor, D. (2010). *Mathematics in Focus, K-6: How to Help Students Understand Big Ideas and Make Critical Connections*. Portsmouth, NH: Heinemann.
- Schielack, J. F. (Ed.). (2010). *Focus in Grade 8*. Reston, VA: National Council of Teachers of Mathematics.
- Schielack, J. F. (Ed.). (2009-10). *Focus in Grade 3, Grade 4, Grade 6, Grade 7*. Reston, VA: National Council of Teachers of Mathematics.
- Schielack, J. F. (2007). NCTM's Focal Points and the TEKS: Sharing a professional development experience, *Texas Mathematics Teacher*, 56, 30-31.
- Schielack, J. F. (Chair of Writing Group, 2006). *Curriculum Focal Points: A Quest for Coherence*. Reston, VA: National Council of Teachers of Mathematics.
- Chappelle, M., Schielack, J. F., & Zagorski, S. (editors, 2004). *Empowering the Beginning Teacher of Mathematics in Elementary School*. Reston, VA: National Council of Teachers of Mathematics.
- Schielack, J. F. (Editor and Academic Advisor, 2003). *Rethinking Elementary School Mathematics, Part II*. Austin, TX: TexTEAMS, University of Texas Dana Center.
- Schielack, J. F. (Editor and Academic Advisor, 2002). *Rethinking Elementary School Mathematics, Part I*. Austin, TX: TexTEAMS, University of Texas Dana Center.
- Schielack, J. F., et al. (2002). *Mathematics Standards in the Classroom: Resources for Grades 3–5*, edited by M. Myers. Austin, TX: University of Texas Dana Center.
- Kennedy, P., Harris, P., McNemar, B., and Schielack, J. F. (2001). *Rethinking Middle School Mathematics: Numerical Reasoning Across the TEKS*. Austin, TX: TEXTEAMS, University of Texas Dana Center.



## ACT English College Readiness Standards for Score Range 20–23

English Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Identify the central idea or main topic of a straightforward piece of writing	9 10 11 12	W1 W1 W1 W2 W1	2a, 1b 1b 1b 2a 1b
Determine relevancy when presented with a variety of sentence-level details	9 10 11 12	W1 W1 W1 W1	1e, 1f, 1g, 1h, 3d, 3b, 3c, 3f 1e, 1f, 3b, 3c, 3d, 3f, 3a 1e, 1f, 3b, 3c, 3d, 1e, 1f, 1g, 1h, 3b, 3c, 3d, 7, 8
Use a conjunctive adverb or phrases to express straightforward logical relationships (e.g., <i>first</i> , <i>afterward</i> , <i>in response</i> )	9 10 11 12	W1 W3 W1 W2 W3, W1 W1 W3	3b, 4a, 2b, 3c, 3b 2b, 3c, 3b 5c 1i 3c, 2b 2b, 3b, 3c 3c
Decide the most logical place to add a sentence in an essay	9 10 11 12	W1 W1 W1 W1 W2	3b, 3c, 5, 3d, 2b 3b, 3c, 3d, 2b, 1e 3b, 3c, 3d, 2b, 1e 3b, 3c, 3d, 2b, 1g 8 1f
Add a sentence that introduces a simple paragraph	9 10 11 12	W1 W1 W1 W1	2a, 3c, 2a, 3c 2a, 3c 2a, 3c
Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)	9 10 11 12	W1 W1 W1 W1	1g 1g 1f 1h

## ACT English College Readiness Standards for Score Range 20–23

English Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	9	W1	4a
	10	W2	7
		W1	1e, 2e
	11	W2	5d
	12	W1	2d, 3f, 7
		W1	2d, 2e, 3f, 8
W2		5e	
Determine the clearest and most logical conjunction to link clauses	9	W1	4a
	10	W3	1j
	11	W3	1i
	12	W3	1g
Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)	9	W3	3b, 3d, 3g, 1i, 3c, 3a, 3e, 3f, 1f
	10	W3	3b, 3d, 3a, 1h, 1j,
	11	W3	3b, 3d, 1g, 3a
	12	W3	3b, 3d, 3f, 3a, 1e, 3e, 1g
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i> )	9	W1	4a
	10	W3	1d
		W1	4a
	11	W3	1b
		W1	1f
	12	W3	1b, 1g
W1		1h	
Ensure that a verb agrees with its subject when there is some text between the two	9	W3	1c
		W1	4a
	10	W3	1e, 1d
		W1	4b
	11	W3	1c,
		W1	1f, 4a
	12	W3	1c, 1b
		W1	4a

**ACT English College Readiness Standards for Score Range 20–23**

English Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Use commas to set off simple parenthetical phrases	9	W3	2c.i, 2d.ii
	10	W3	2b.i
	11	W3	2b.i
	12	W3	2c,1g
Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	9	W3	3e, 2c.i
		W1	4b
	10	W3	3e, 2.b.i
		W1	1f, 4c
11	W3	3e, 2b.i	
	W1	4b, 1f	
12	W3	3e, 2c,	
	W1	1h, 4b	

**ACT English College Readiness Standards for Score Range 24–27**

English Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal	9	W1	3d
	10	W1	3d
	11		
	12	W1	8
Delete material primarily because it disturbs the flow and development of the paragraph	9	W1	3d, 1g,
	10	W1	3d, 1f, 1e
	11	W1	1f, 1e
	12	W1	1g
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	9	W1	3d, 2b, 2c
	10	W1	3d, 2b, 2c
	11	W1	2b, 2c, 3c
	12	W1 W2	2b, 2c, 3c 2a
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i> )	9	W1	3c, 2b
	10	W1	3c, 2b
	11	W1	3b, 3c, 2b
	12	W1 W3	2b, 3c, 3b 3f
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	9	W1	2b, 2c, 3c, 3d, 3b
	10	W1	2b, 3b, 3c, 3d
	11	W1	3b, 3c, 3d, 2b
	12	W1	3b, 3c, 3d, 2b
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	9	W1	3c, 3d
	10	W1	2b, 3c, 3d
	11	W1	3c
	12	W1	2b, 3b, 3c

**ACT English College Readiness Standards for Score Range 24–27**

English Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	9	W1	1g, 3d, 3e
	10	W1	3c, 3d
	11	W1	1f
	12	W1	1h
Identify and correct ambiguous pronoun references	9	W1 W3	4a 1h
	10	W1 W3	4a 1h
	11	W3	1g
	12	W3	1e, 1g
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	9	W1 W2	3e, 4a, 1g 7
	10	W1 W2	3e, 1e, 1f 4c
	11	W1	2d, 5, 1e, 3f, 1f, 2e
	12	W1 W2	1h, 2e, 1g, 2d 5e
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	9	W1 W3	4a, 3c 3f,
	10	W1	4b, 3c
	11	W3 W1	3f 3c, 1e
	12	W3 W1	3f 3c, 1g
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	9	W3  W1	1b, 1h, 1i  4a
	10	W3 W1	1d, 1h, 1b, 1e 4c
	11	W3	1b, 1g, 1c
	12	W3	1b, 1e, 1c

## ACT English College Readiness Standards for Score Range 24–27

English Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	9	W3 W1	1h 4a
	10	W3	1h
	11	W3	1g
	12	W3	1e
Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>	9	W3	1b
	10	W1 W3	4a 1d
	11	W3	1b
	12	W3	1b
Use punctuation to set off complex parenthetical phrases	9	W3	2c.i
	10	W3	2b.i, 2c.ii
	11	W3	2c.ii, 2b.i
	12	W3 W1	2c 4b
Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound very joined by <i>and</i> )	9	W3	2c.i
	10	W3	2b.i
	11	W3	2b.i
	12	W3	1g
Use apostrophes to indicate simple possessive nouns	9	W3	2c.iii
	10	W3	2b.iii
	11	W3	2b.iii
	12	W3	1g
Recognize inappropriate uses of colons and semicolons	9	W3	2c.iii
	10	W3	2b.iii
	11	W3	2b.iii
	12	W3	1g

**ACT Reading College Readiness Standards for Score Range 20–23**

Reading Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	9	R2 R3	3a, 2b, 3b 2a
	10	R2 R3	3a, 2b, 3b 2a
	11	R2 R3	3a, 3b 2a
	12	R2	3a, 3b
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	9	R2 R3	1d, 4c, 4d 2a, 2b, 2e
	10	R3 R2	2a, 2b 4c, 1a, 1b
	11	R3 R2	2a, 2b 4b, 1a, 1b, 4d
	12	R3 R2	2a, 2b 4b, 1a, 1b, 4d
Locate important details in uncomplicated passages	9	R4 R2	1a, 1b 3a
	10	R4 R2 R3	1b 3a, 1d 2a
	11	R2 R4	1a, 3a 1b
	12	R2 R4	1a, 3a 1b
Make simple inferences about how details are used in passages	9	R4 R2	2e 3b, 2b
	10	R2	2b, 3b
	11	R2	3b, 2a
	12	R2	2a, 3b
Order simple sequences of events in uncomplicated literary narratives	9	R2	1d
	10	R2 R3	4c-d 2e
	11	R2 R3	4c-d 2e
	12	R2	4c-d
Identify clear relationships between people, ideas, and so on in uncomplicated passages	9	R2 R3	3c 2d
	10	R2	3c, 2c
	11	R2	3c, 2c

## ACT Reading College Readiness Standards for Score Range 20–23

Reading Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
	12	R2	3c, 2c
Identify clear cause-effect relationships in uncomplicated passages	9	R2	1d
	10	R4	1c
		R2	3c, 1d
	11	R4	1c
		R2	1b, 4e
	12	R4	1c
		R2	1b, 4c
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages	9	R3	3a-d
		R1	2
		R2	2b, 3b
	10	R3	3a, 2a-e
		R2	2b, 3b
		R1	4, 5
	11	R1	4, 5
		R2	2b, 3b
		R3	2a-e
	12	R1	4
		R2	2b, 3b
		R3	2a-e
Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages	9	R4	2e
		R2	2b, 3c, 3b
		R3	2a-f
	10	R2	2b, 3b, 3c
		R3	2a-e
	11	R2	3a, 3b, 2a
		R3	2c
	12	R2	3b, 2a
		R3	2c
Draw simple generalizations and conclusions using details that support the main points of more challenging passages	9	R2	3b, 2b
		R3	2a-f
		R4	2e
	10	R2	3a-c, 2b
		R3	2c
	11	R2	3a-c, 2d
		R3	2c
	12	R2	2d, 3b, 3c
		R3	2a, 2c



**ACT Reading College Readiness Standards for Score Range 24–27**

Reading Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages	9	R2	3a, 3b, 4c
	10	R2	3a, 3b, 4c
	11	R2	3a, 3b, 4b
	12	R2	3a, 3b, 4b
Infer the main idea or purpose of straightforward paragraphs in more challenging passages	9	R2	3a, 3b, 2b, 4c
	10	R2	3a, 2b, 3b, 4c
	11	R2	3a, 3b, 4b, 2d
	12	R2	3a, 4b, 3b, 2d
Summarize basic events and ideas in more challenging passages	9	R2	3a-c
	10	R2	3a-c
	11	R2	3a-c
	12	R2	3a-d
Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages	9	R3	2a, 2b, 2e
		R2	1d, 4c, 4d
	10	R2	1a, 1b, 4c
		R3	2a, 2b
	11	R2	4b, 4d, 1a, 1b
		R3	2a, 2b
	12	R2	1a, 1b, 4b, 4d
		R3	2a, 2b
Locate important details in more challenging passages	9	R2	3a
		R4	1a, 1b
	10	R2	1d, 3a
		R3	2a
	11	R4	1b
		R2	1a, 3a
	12	R4	1b
		R2	3b, 3a
R4	1b		
Locate and interpret minor or subtly stated details in uncomplicated passages	9	R2	3a
		R4	1a, 1b
	10	R2	3a, 1d
		R3	2a
	11	R4	1b
		R2	1a, 3a
	12	R4	1b
		R2	3b, 3a
R4	1b		

**ACT Reading College Readiness Standards for Score Range 24–27**

Reading Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages	9	R2	2b, 3b
	10	R2	2b, 3b
	11	R2	3b
	12	R2	3b
Order sequences of events in uncomplicated passages	9	R2	1d
	10	R3	2e
		R2	4c
	11	R2	4c
		R3	2e
12	R2	4c	
Understand relationships between people, ideas, and so on in uncomplicated passages	9	R2	3c
		R3	2d
	10	R2	3c
		R3	2d
	11	R2	3c
		R3	2d
12	R2	3c	
R3	2d		
Identify clear relationships between characters, ideas, and so on in more challenging literary narratives	9	R3	2d
	10	R3	2a
	11	Covered in previous grades	Covered in previous grades
	12		
Understand implied or subtly stated cause-effect relationships in uncomplicated passages	9	R2	1d
	10	R4	1c
		R2	1d, 3c
	11	R4	1c
		R2	3c
	12	R4	1c
R2	3c		
Identify clear cause-effect relationships in more challenging passages	9	R2	1d
	10	R4	1c
		R2	1d, 3c
	11	R4	1c
		R2	3c
	12	R4	1c
R2		3c	

**ACT Reading College Readiness Standards for Score Range 24–27**

Reading Standards	List the English PASS which addresses this standard. If more than one PASS standard applies, please list all.		
	Grade 9, 10, 11, or 12	Standard #	Skill (e.g. 1.a. or 2.c)
Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages	9	R1	2
	10	R1	5
	11	R1	4, 5
	12	R1	4
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages	9	R1	2
		R3	3a
	10	R3	3a
		R1	5
	11	R1	4, 5
		R3	3a
12	R3	3a	
Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives	9	R3	2a-e
	10	R3	2a-e
	11	R3	2a-e
	12	R3	2a-e
Draw generalizations and conclusions about people, ideas, and so on in more challenging passages	9	R2	2b, 3b
		R3	4a, 4b, 2a-e
	10	R3	2a-e
		R2	3b, 3c
	11	R3	2a-e
		R2	3b
	12	R2	3c, 3b
		R3	2a-e



ACT Mathematics College and Career Readiness Standards for Score Range 20–23						
Mathematics Standards	Criteria for Inclusion			Example from PASS		
	I	II	III	Course	Standard	Skill
Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average		X		Algebra I	1	1d
Calculate the missing data value, given the average and all data values but one		X		Algebra II	3	2a
Translate from one representation of data to another (e.g., a bar graph to a circle graph)	X			Algebra I	3	1a
Determine the probability of a simple event	X		X	Algebra I Grade 7	3 5	1c 2
Exhibit knowledge of simple counting techniques		X	X	Algebra I Grade 6	3 5	1c 2
Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor	X		X X	Algebra I Grade 3 Grade 5	1 2 2	2a 2biii 1b
Evaluate algebraic expressions by substituting integers for unknown quantities	X			Algebra I	1	2a
Add and subtract simple algebraic expressions		X		Algebra I	2	2a, 2b
Solve routine first-degree equations	X			Algebra I	2	2a
Perform straightforward word-to-symbol translations	X			Algebra I	1	1a
Multiply two binomials	X			Algebra I	1	2b
Locate points in the coordinate plane			X	Algebra I Algebra II Geometry	2 2 5	2a 3b 1
Comprehend the concept of length on the number line			X X	Geometry Grade 6	5 2	1 1
Exhibit knowledge of slope	X			Algebra I Geometry	2 5	2c 1
Find the measure of an angle using properties of parallel lines	X			Geometry	2	2a, 2b, 2c
Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., $90^\circ$ , $180^\circ$ , and $360^\circ$ )	X			Geometry	2	2a, 2c
Compute the area and perimeter of triangles and rectangles in simple problems	X			Geometry	2	3c
Use geometric formulas when all necessary information is given	X			Geometry Geometry Algebra I	2 3 1	2c, 3b, 3c 1 1c
Evaluate quadratic functions, expressed in function notation, at integer values		X		Algebra I Algebra II	2 2	5a, 5b 3a, 3b

## ACT Mathematics College and Career Readiness Standards for Score Range 24–27

Mathematics Standards	Criteria for Inclusion			Example from PASS		
	I	II	III	Course	Standard	Skill
Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)		X	X	Grade 6 Algebra I	4 1	2 1c, 1d
Calculate the average, given the frequency counts of all the data values		X	X X X	Algebra II Grades 6&7 Algebra I	3 5 1 3	2a 3 1c 1c
Manipulate data from tables and graphs	X	X		Algebra I Algebra II	3 2 2 3	1a, 2 2b, 3a 1a, 1b, 2a, 2d
Compute straightforward probabilities for common situations	X	X	X	Algebra I Grade 7	3 5	1c 1b 2
Use Venn diagrams in counting		X X	X	Grade 5 Algebra I Geometry	5 3 5	1a 1a, 2
Find and use the least common multiple			X	Algebra II Grade 5 Algebra I	2 2 1	7a 1b, 2b 1d
Order fractions			X	Grade 6 Grade 7 Grade 5	2 2 1	1 1a 3
Work with numerical factors	X		X X	Algebra I	1 2	2c 1d 2
Work with scientific notation			X X	Grade 8 Algebra II	2 1	2b, 1
Work with squares and square roots of numbers	X X X X	X	X	Grade 7 Algebra I Algebra II	2 1 2 1 2	1b 2a, 2c 1a 1b 3a
Work problems involving positive integer exponents	X	X		Algebra I Algebra II	1 1	1d 1
Work with cubes and cube roots of numbers	X	X		Algebra I Algebra II	1 1 2	2a 2a, 2b 6a
Determine when an expression is undefined	X	X		Algebra I Algebra II	1 2	2a 7a
Exhibit some knowledge of the complex numbers		X		Algebra II	1 2	3a, 3b, 3a

## ACT Mathematics College and Career Readiness Standards for Score Range 24–27

Mathematics Standards	Criteria for Inclusion			Example from PASS		
	I	II	III	Course	Standard	Skill
Solve real-world problems using first-degree equations	X	X		Algebra I 2 3 Algebra II 2	1 2 3 2	1c 2c 1, 2 2a
Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)	X			Algebra I	1	1a, 1b, 1d
Identify solutions to simple quadratic equations	X	X		Algebra I Algebra II	2 2	5a, 5b 2c, 3a, 3b
Add, subtract, and multiply polynomials	X	X		Algebra I Algebra II	1 1 2	2a, 2b 2a 3a, 6a
Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)	X			Algebra I Algebra II	1 2 2	2c 5b 3
Solve first-degree inequalities that do not require reversing the inequality sign	X			Algebra I	2	3a, 2a
Identify the graph of a linear inequality on the number line	X			Algebra I	2	3b, 3a
Determine the slope of a line from points or equations	X	X X		Algebra I Geometry	2 5	2c1, 2d 2e, 2a 1
Match linear graphs with their equations	X	X X		Algebra I	2 3	2b, 2e 2d 2
Find the midpoint of a line segment	X	X		Geometry	5 2	1 1, 3d
Use several angle properties to find an unknown angle measure	X X	X		Geometry	2 3	2a,,2c, 3b, 3c, 4b, 3a 2b 2, 3
Recognize Pythagorean triples		X		Geometry	3 2	1 3b
Use properties of isosceles triangles	X	X X		Geometry Algebra I	2 5 1	3d, 4b, 5b 2a 1c
Compute areas of triangles and rectangles when one or more additional simple steps are required	X		X	Geometry Algebra I Grade 8	2 3 1 4	3d, 3c, 4b, 5b 4 1c 1
Compute areas and circumferences of circles after identifying necessary information	X			Geometry Algebra I	2 1	3d 1c
Compute the perimeter of simple composite geometric figures with unknown side lengths	X			Geometry Algebra I	2 1	3d, 4b 1c

**ACT Mathematics College and Career Readiness Standards for Score Range 24–27**

Mathematics Standards	Criteria for Inclusion			Example from PASS		
	I	II	III	Course	Standard	Skill
Evaluate polynomial functions, expressed in function notation, at integer values	X			Algebra I	2	1d
Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths	X			Geometry	3	3



## Independent Review of Oklahoma’s Priority Academic Student Skills (PASS) Standards and Review of the Oklahoma State Regents for Higher Education (OSRHE) Process

By Sheila Byrd Carmichael (September, 2014)

### Introduction

The Oklahoma State Regents for Higher Education (hereafter “OSRHE”) has requested this review of the [Oklahoma’s Priority Academic Student Skills \(PASS\)](#) for English Language Arts (ELA); specifically, it seeks an expert opinion on the extent to which mastery of these standards signals readiness for success in both higher education and in the workplace.<sup>1</sup> The OSRHE has also requested comments on its own process for reviewing the PASS standards for the same purpose.

The review of the standards and OSRHE’s process is organized in the following way:

- **Section I (Summary of Review of PASS Standards)**. Section I conveys the key findings of the PASS review, grounded in the application of two basic criteria: **Rigor** and **Clarity and Usability**. This section discusses the rigor of the content and skills described in the standards, as well as the organization and usability of the document (i.e., the effectiveness of the ways in which the document conveys the state’s expectations to users and to the general public).

Each criterion is discussed in terms of the standards’ **Strengths** and **Areas for Possible Improvement**, delving into more detail about the standards, discussing specific areas in which the PASS are particularly good, and noting the places where they could be made even better if they were to be revised.

- **Section II (Recommendations)**. Section III makes specific recommendations about the small yet important refinements that could further strengthen the existing capacity of PASS to drive effective K – 12 curriculum, instruction, and assessment practices. These recommendations are designed to address the areas in need of improvement, as described in Section I.
- **Section III (Review of OSRHE Process)**. Section II summarizes observations about the process OSRHE has executed in order to determine if the PASS reflect college- and career-ready expectations.
- **Section IV (Conclusion)**. The conclusion synthesizes the information discussed in Sections I through III.

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<sup>1</sup> Oklahoma’s Enrolled House Bill NO. 3399 discusses college and career readiness, “as defined in the Federal Elementary and Secondary Education Act (ESEA) Flexibility document issued by the United States Department of Education and referenced in Option B of Principle 1: College and Career-Ready Expectations for All Students.” (page 19)

## **I. Summary of Key Findings**

Well written, detailed, and rigorous, Oklahoma’s PASS reflect “college- and career ready” expectations for K – 12 education; although standards could be enhanced in a some ways, these standards already describe the most essential literacy content and skills that students in grades one through 12 need to master in order to be successful in any pathway beyond high school.

The overview to the standards eloquently presents a coherent case for the purpose of the standards, noting:

Language arts is the vehicle of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.<sup>2</sup>

This simple statement clearly addresses both the academic and “real world” significance of an effective language arts program at the K – 12 level.

Oklahoma’s standards are divided into four strands:

- Reading/Literature (including “Research and Information”),
- Writing/Grammar/Usage and Mechanics,
- Oral Language/Listening/Speaking, and
- Visual Literacy.

Each strand is divided into two to eight standards, which vary slightly by grade level, and into grade-level objectives for grades 1 – 12. (Kindergarten standards are described in a separate document.) The many strengths and limited weaknesses of the strands are discussed below, in terms of rigor, as well as clarity and usability. While the rigor of the standards is paramount, clarity and usability are equally important, for if the standards are not clear and usable by administrators, teachers, test-makers, parents, and students, then the standards cannot guide educational practice effectively, nor will their efficacy be appreciated and supported by all potential users, including postsecondary administrators and faculty, as well as employers.

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<sup>2</sup> PASS Overview, page one.

## A. Rigor

### Strengths

The PASS exhibit laudable strengths, especially when compared to many other K – 12 standards documents.

1. **The early reading standards lay a strong foundation for student success.** Rather than focus almost exclusively on vague reading strategies, the PASS describe a careful sequence of specific standards and objectives for the acquisition of early reading skills. Detailed objectives for Print Awareness, Phonological/Phonemic Awareness, Phonics/Decoding, Vocabulary, Fluency, and Comprehension/Critical Literacy are comprehensive, and examples are offered for each objective where there might be any question as to the intent of the standard.

**The Comprehension/ Critical Literacy standards do a very good job of presenting the essential components of reading comprehension in a logical sequence:**

- Literal Understanding
- Inferences and Interpretation
- Summary and Generalization
- Analysis and Generalization
- Monitoring and Correction Strategies

This formulation enables the standards to address key stages or levels of reading a text closely for its substantive merits and details students' ability to do so with increasing sophistication across grades. "Monitoring and Correction" strategies are addressed, but are not overemphasized at the expense of the content of texts, nor the literary elements that make them powerful, the author's craft, and the necessary tasks of wrestling with important themes and great ideas.

**Of particular note is the quality of the Vocabulary sub-strand because it treats thoroughly and responsibly the many essential aspects of vocabulary development, not just the use of context clues, which is often unreliable.** These vocabulary standards also consistently address morphology and the awareness of synonyms, antonyms, homonyms/homophones, as well as the analysis of figurative language as tools for vocabulary development. The standards encourage the use of reference materials "to determine *precise* (emphasis added) meaning and usage." Using these vocabulary standards in combination with the strong grammar standards, teachers in Oklahoma can build a curriculum that will enable students not only to develop strong content knowledge, but also vocabulary and grammar skills that will not just improve students' writing, but also their reading comprehension, active listening, and articulate speaking skills.

**Also worth calling out is the emphasis on Research and Information that begins in grade one, reminding educators at every level about the importance of students' ability to locate, evaluate, summarize, and/ or synthesize information and present research findings to others.** Students are also asked to evaluate the credibility and usefulness of sources and to follow standard citation protocols,

skills that are absolutely necessary for postsecondary success.

2. **The Literature strand expresses a logical and rigorous sequence of skills that, for the most part, can ensure students' appreciation of specific literary genres and subgenres** (e.g., “short story, novel drama, poetry, and essay,” as well as “allegory, ballad, elegy, ode, parody, pastoral, satire, and tragedy” in grade twelve). The objectives comprise detailed expectations about the aspects of most genres that students should be able to recognize, explain, and analyze.

The Literature standards also require the recognition and analysis of specific literary elements, stylistic devices, and an understanding and appreciation of “historically and culturally significant works of literature.” Students must recognize, describe, and analyze such concepts as “the recurrence of archetypal characters, settings, and themes in literature” and “provide evidence to support the ideas expressed in each work” (grade nine).

These standards emphasize throughout the importance of citing evidence from the text to support assertions: as early as grade three, students must “Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.” (grade three)

3. **The writing process standards evince a sequence that begins as early as first grade and builds logically to grade twelve, where students are expected to write college- and career ready papers.** Each genre of writing is addressed in detail, as are “generic” writing process standards that build from one grade to the next, sharpening students' editing skills, as well as their writing skills. By the time students are in grade twelve, they must compose narratives with (among other things) “dynamic and static characters.” They must write expository compositions that (among other things) “identify and address reader’s potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.” (grade twelve).

Standards at grade twelve also outline specific expectations for writing “persuasive compositions, “reflective compositions,” “documents related to career development,” “responses to literature,” and “documented [research] papers.

Finally, the standards specifically address the careful “use of time when writing” in an objective directing students to “Use appropriate essay test-taking and time-writing strategies,” such as budgeting time for the various aspects of the writing process, prioritizing the question/prompt, and analyzing the question/prompt to determine the appropriate mode of writing. These practical skills will certainly help students in both college and career settings.

4. **Standards for Grammar/ Usage and Mechanics are among some of the best this reviewer has seen.** Often overlooked completely in standards—or handled very loosely and/or idiosyncratically—grammar instruction has suffered miserably, and many of our students lack even the most basic understanding of the structure of the English language and the critically important relationship among grammar, logic,

and rhetoric. They struggle mightily when trying to learn a foreign language.

The PASS, on the other hand, delineate a thoughtful and very detailed sequence of standards, starting in grade one. **Student must recognize and (emphasis added) use the parts of speech “correctly,” and hone a coherent and comprehensive understanding of sentence structure, as well as the mechanics of spelling and punctuation. The sequence progresses nicely across the grades and repeats some concepts, as necessary, for students to keep their skills in tact and for them to build upon one another.** Specific examples of necessary content are identified, as well as areas that might present special difficulties for students, such as commonly confused words, types of clauses, dangling and misplaced modifiers. The attention to detail in this strand can ensure that students will be able to understand complex sentences when they read them and write complex sentences when required.

Finally, unlike many sets of standards, these standards contain standards for handwriting, a fundamental building block for disciplined, comprehensible writing. “Through writing,” the Overview states, “children form a muscular and visual memory of the letters and words...Students must be aware of the importance of legibility to facilitate communication of the intended message.”<sup>3</sup>

5. **The standards for Oral Language/Listening and Speaking not only contain reasonable and usually measurable or observable expectations for civil discourse, but also specific standards for oral presentations,** so critically important in college and in the workplace, but often overlooked in sets of K – 12 standards. By high school (at grade twelve), students are expected to “formulate thoughtful judgments about oral communication” and “Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning.”

These standards also discuss a student’s ability to listen actively, ask effective questions “for clarification, comparing and contrasting interpretations with others, and researching points of contention...” (grade twelve).

6. **Visual Literacy** is an essential skill in the twenty-first century, though it is often overlooked or only vaguely outlined in many sets of standards. As the PASS note, students must be able “to critique and use the dominant media of today. Visual literacy is essential for survival as consumers and citizens in our technically intensive world.”<sup>4</sup> **These standards for visual literacy wisely ask students not only to interpret and evaluate various types of visual media, but also to create them.** As early as grade two, students must “identify the differences in facts and opinions in print and nonprint media,” and by grade twelve, they must “demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests.”

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<sup>3</sup> PASS Overview, page five.

<sup>4</sup> PASS Overview, page six.

**(A. Rigor, continued):**Areas for Further Improvement

As strong as the content of these standards is, a number of minor refinements could make them even stronger. When the standards are next revised, Oklahomans may want to consider the following suggestions:

1. **While the treatment of literary texts is thorough, as discussed above, some “subgenres” could be more thoroughly and systematically addressed across the grades.** So long as some subgenres are described in detail, it would be equally helpful to teachers if the standards were to address all subgenres with a consistent level of detail across grades.
2. **Informational text is treated rather obliquely,** splitting its residency between the “Literature” and “Research and Information” sub-strands. It is therefore difficult to track exactly what the expectations are for approaching, reading, analyzing, and – by extension – producing various types of informational text. These skills are critically important both to postsecondary institutions and employers.

Facility with informational text means not only being able to make sense of technical manuals, textbooks, and secondary source materials for research purposes (as currently implied by the Informational Text standards under “Research and Information”), but it also inheres the ability to understand, appreciate and explain the power and beauty of great literary nonfiction, such as biographies, essays, and speeches. Students must also be able to dissect and explain political documents essential to understanding our national identity, such as *The Federalist*, The Declaration of Independence, and The U.S. Constitution.

3. **Where both literary and informational texts are concerned, the standards would be greatly enhanced by the inclusion of a list of sample texts (or passages from texts) that exemplify the quality and complexity of the reading and viewing associated with the standards.** In a coherent, comprehensive curriculum, these “sample” texts would help curriculum developers, teachers, students, parents, and assessment developers immensely in determining what “grade appropriate” texts are.
4. **Similarly, the standards would be improved by the inclusion of writing samples that would demonstrate the quality and complexity of student writing anticipated at each grade level.** Such examples would provide helpful guidance to curriculum developers, teachers, students, parents, and assessment developers. They can also help ensure the development of clear and consistent scoring protocols within and across classrooms, buildings, and districts.

## B. Clarity and Usability

### Strengths

1. It is significant to note that **the PASS standards are specific enough to drive rigorous curriculum and professional development, instructional practices, and the creation of assessments**. Too often, state standards are not detailed enough—regardless of their ostensible rigor—to make them useful for developing meaningful curriculum, determining instructional practices, and designing assessments. The specificity of the PASS, (e.g., the inclusion of parenthetical examples where clarification about the intent of a standard is arguably warranted), mitigates the possibility of loose interpretations and subsequently erratic implementation in classrooms.
2. On a related note, **the PASS are clear about which standards will be assessed at state and local levels**, making it easier for assessment vendors and local districts and schools to create meaningful formative, interim, and summative assessments.
3. **Standards are prescribed for each grade level** (unlike some standards that have been written in grade spans, leaving teachers to wonder which content and skills they are responsible for teaching).
4. **The PASS standards are largely jargon-free and well written**, making them accessible not just to educators, but also to the general public, especially parents.

### Areas for Further Improvement

1. The PASS standards, while thorough and well written, are difficult to use to track the progression of content and skills across the grades due to the prose-style “by grade” organization.

## II. Recommendations

### Rigor

In order to address the concerns raised above in terms of needed improvements where rigor is concerned, the reviewer suggests the following:

1. **Revisit the level of detail with regard to the subgenres in the standards**, and try to ensure that a more consistent level of detail exists across grades for each subgenre.
2. **Consider establishing a separate stand for “Informational Text,” apart from “Literature” and “Research” strands so that it may be given appropriate treatment, especially in terms of how to read it and analyze it.** (The research strand may then focus solely on the research method and how to render findings). As noted above, students need to understand and appreciate literary nonfiction as a genre unto itself; in other words, informational text is not written for research purposes only. Students should read and appreciate biographies, essays, speeches, and political documents for their own rhetorical beauty and power, as well as for research purposes.
3. **Develop a list of sample texts (or excerpts) that would exhibit the quality and complexity or reading and viewing associated with the standards.** A set of standards that demands that students read, understand, appreciate, and explain “historically and culturally significant works of literature” ought to name a few so that users truly understand what the authors intend. In a coherent, comprehensive curriculum, these “sample” texts clarify the quality and complexity of texts to be read. Such a sampling can help curriculum developers, teachers, students, parents, and assessment developers immensely.
4. **Collect and publish a set of writing samples by grade level that would demonstrate the quality and complexity of student writing at each grade level.** Such samples would provide helpful guidance to curriculum developers, teachers, students, parents, and assessment developers. They can help ensure the development of clear and consistent scoring protocols within and across classrooms, buildings, and districts.

### Clarity and Usability

1. Consider organizing the PASS standards by strand, as well, so that educators could easily see the progression across grades for each strand and sub-strand.
2. Even the creation of simple “tick charts” that demonstrate when certain content is introduced, re-emphasized, and/or phased out would help users see quickly and easily the rigor and progression inherent in the standards.
3. Comb the document to ensure that all verbs introducing standards are measurable or observable for formative, interim, and summative testing purposes.



### **III. Review of the OSRHE Process for Aligning PASS to ACT Standards**

As part of this review, OSRHE's process for aligning the PASS to ACT standards was also examined and deemed to be extremely thorough. Faculty from a variety of Oklahoma State System institutions gathered for two meetings to determine if and where each ACT English and Reading standards (at or above the "cut-score" point for college readiness—in Oklahoma, that minimum score is 19) were aligned to an expectation in the PASS standards. The team found that each of the ACT standards for college readiness indeed had a matching standard in the PASS.

"The consensus," according to the committee's report:

was that Grades 9 – 12 ELA PASS standards in reading and writing would, if mastered, prepare students for college coursework at the freshmen level, such as English Composition. The faculty found that each of the 56 ACT English and Reading College and Career Readiness Standards in score ranges of 20 – 23 and 24 – 27 were matched to at least one standard in PASS, which, at a minimum, meets the definition of college- and career-ready, as defined by the State Regents."<sup>5</sup>

Because OSRHE and many state and private institutions of higher education have a long and successful history of using the ACT standards and cut scores to determine college readiness, the OSRHE process was very logical, and its results reassuring.

### **IV. Conclusion**

This examiner and the Oklahoma faculty have seen that every area of English language arts, including visual literacy, has been thoroughly addressed in the PASS. In this reviewer's estimation, the PASS standards, if mastered, clearly express college and career-readiness, as their strong alignment to ACT standards also indicates. While the recommendations here are heartfelt, and might further enhance the usability of the PASS, the standards themselves remain logical, coherent, rigorous, detailed, and focused on the content and skills that can ensure that students in Oklahoma will be ready for whatever path they choose to follow beyond high school.



J. Schielack

9/21/14

**Review of Oklahoma Higher Education Review Committee's Process and Findings**  
**Related to Alignment of PASS and ACT Standards in Math**  
**To Determine College and Career Readiness**

As part of the process for determining alignment of the Oklahoma PASS standards and the ACT standards in mathematics, I was asked to review the process followed and findings presented up to this point. The review consisted of three main parts: a review of the process used and materials produced by a first meeting of the Higher Education Review Committee, participation in a second meeting of the Higher Education Review Committee, and review of the material produced from the second meeting. This report summarizes the details and results of the three-part review.

**Review of Process and First Set of Findings**

In preparation for participation in a second meeting of the Higher Education Review Committee, I first read through the foundational material used by the committee in their first meeting: the PASS standards for K-12 mathematics and the ACT Standards for mathematics. I noted my reactions to their alignment before I read the committee's draft report from the first meeting. In particular, I noted that I was able to find at least one PASS standard in mathematics related to each ACT standard, although there did seem to be some pairings that had differences in contextual references or levels of expectation within that particular content.

Next, I read the committee's draft report which clearly explained the process that led to their findings at the first meeting. This draft report presented a logical rationale for the choice of the ACT standards as the determination for college and career readiness. The process included working in small groups and then sharing across the whole group to come to a consensus on the alignment of PASS concepts and skills to ACT standards, including the use of sample problems from the ACT test for guidance. This process produced a table indicating the specific details of the alignment. I also noted that in this draft report, the committee's first three concerns were almost identical to the observations that I had made in my original comparing of the PASS and ACT standards. In general, I found the process to have been well-designed and appropriate for the task and the resulting report to be clear in the presentation of the findings from the first meeting.

Finally, I very carefully examined the table of alignment that was produced as a result of the first meeting. In my review of this material, I noted that for many of the ACT standards, several PASS items were included, some of which seemed to be directly related to and focused on that particular ACT standard and some of which were less closely related. It was not clear to me how decisions were made about which concept and skill statements from PASS to include with a particular ACT standard. I thought it would strengthen the findings of the committee if there were articulated some specific criteria for their decisions for inclusion and a revisiting of the first document with those criteria in order to refine their original findings.

## **Second Meeting of Review Committee**

The Oklahoma Higher Education Review Committee met again on September 17, 2014 for a second look at alignment of PASS and the ACT standards in mathematics. As the leader of this meeting, I presented my conclusions that the process for the first review had been well-designed and implemented and had resulted in a reasonable first set of findings. I presented the goals for this second meeting to be (1) to produce a set of criteria for categorizing the PASS items that were included in the table, in order to make it more clear to the reader how those inclusions had been decided and (2) to revisit the original table of findings and apply the new criteria to refine the table for the final report. The attendees agreed that these were worthwhile goals for the next step in the process, and in the three-hour meeting they accomplished both of these goals.

## **Review of Material from Second Meeting**

After this second meeting, I was asked to review the revised table of findings. I had actually used the committee's criteria to do my own revision of the table, as a test for the viability of the criteria. I compared the committee's revised findings with my quick application of the criteria. Nearly all of the items matched in terms of our categories. For the few items that did not match, I went back to the PASS and ACT documents. After rereading the appropriate parts, I agreed with the committee's categorization on all of these items. I consider this a reasonable method for external validation of their refinement of their findings.

## **Conclusion**

The process used by the Oklahoma Higher Education Review Committee to determine the alignment of PASS to the ACT Standards in mathematics as a measure of college and career readiness was appropriately designed and implemented. The committee accomplished their assigned task at the first meeting, producing findings from this process in the form of an alignment table, along with identification of concerns that arose in the process of determining that alignment. After a review of those findings, the committee revisited the first table with a set of specific criteria and produced a refinement of their findings in order to communicate their results more clearly. In conclusion, the PASS standards for mathematics align closely to the ACT standards for mathematics. As these ACT standards are accepted as a measure of college and career readiness, the validated alignment of the PASS standards to the ACT standards indicates that a curriculum built on the foundation of the PASS standards would prepare students for college and career.

**BLAKE ISAMU SONOBE**

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(405) 225-9175

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**Education**

- Ph.D. - University of California, Davis - Organic Chemistry, 1985
- M.S. - Texas A&M University - Nuclear Chemistry, 1978
- B.S. - United States Air Force Academy - Chemistry 1970

**Teaching Experience**

- Professor, Department of Chemistry and Physics, Southwestern Oklahoma State University, Weatherford, OK, 2002 to 2005
- Associate Professor, Department of Chemistry, Southwestern Oklahoma State University, Weatherford, OK, 1994 to 2002
- Assistant Professor, Department of Chemistry, Southwestern Oklahoma State University, Weatherford, OK, 1990 to 1994
- Professor and Associate Professor, Department of Chemistry, USAF Academy, Colorado Springs, CO, 1984 to 1990
- Assistant Professor and Instructor, Department of Chemistry, USAF Academy, Colorado Springs, CO, 1976 to 1981
- Teaching Assistant in Chemistry, Chemistry Department, Texas A&M University, College Station, TX, 1974 to 1975

**Research Experience**

- Principal Investigator, Southwestern Oklahoma State University, Weatherford, OK, 1990 to 2005
  - Studied photofragmentation mechanism of tropone
  - Studied fragmentation mechanisms of 3-cyclopentenone and 3,5-cycloheptadienone
- Principal Investigator, United States Air Force Academy, Colorado Springs, CO, 1984 to 1990
  - Studied photofragmentation reaction mechanisms of cyclic ketones under Air Force Academy Faculty Research grants from the Air Force Office of Scientific Research.
- Principal Investigator, Warheads and Explosives Branch, Air Force Armament Laboratory, Eglin AFB, FL, 1971 to 1974
  - Developed low detonation velocity explosives for arming and dispersing cluster munitions
- Program Manager, Dispensers Munitions Branch, Air Force Armament Laboratory, Eglin AFB, FL, 1970 to 1971
  - Managed research and development of cluster munitions components

**Administrative Experience**

- Vice Chancellor for Academic Affairs, Oklahoma State Regents for Higher Education, Oklahoma City, OK, 2013 to present
- Senior Vice President and Provost, Southwestern Oklahoma State University, Weatherford, OK,

2008 to 2013

- Provost and Vice President for Academic and Student Affairs, Southwestern Oklahoma State University, Weatherford Oklahoma, 2005 to 2008
- Interim Chair/Chair, Department of Chemistry and Physics, Southwestern Oklahoma State University, Weatherford, OK, 1999 to 2005
- Chair, Department of Chemistry, SWOSU, Weatherford, OK, 1997 to 1999
- Director of Operations, Department of Chemistry, USAF Academy, CO, 1986 to 1990
- Chief, Explosives Dynamics Lab, Eglin AFB, FL, 1973 to 1974

### Grants Received

- The Harris Foundation, "2003 Bernard Harris Summer Science Camp," \$34,000, 2003 – grant from NASA through the Harris Foundation to encourage middle school students from underrepresented groups to consider careers in science and engineering
- The Harris Foundation, "2002 Bernard Harris Summer Science Camp," \$27,000, 2002 – similar to grant in 2003
- NSF CCLI-A&I Grant, "Upgrade of Nuclear Magnetic Resonance Spectrometer," \$50,400, 1999 – grant to convert a Varian EM360 NMR from a continuous wave to a Fourier transform instrument
- OSRHE Summer Science and Mathematics Academies, "Explore Our Modern Scientific World," \$82,164, 1997 – Oklahoma State Regents for Higher Education grant for gifted students program
- OSRHE Summer Science and Mathematics Academies, "Explore Our Modern Scientific World," \$77,484, 1996 – Oklahoma State Regents for Higher Education grant for gifted students program
- OSRHE Eisenhower Grant, "Small-Scale Chemistry Experiments and Classroom Demonstrations for High Schools," \$25,180, 1994 – workshop for high school chemistry teachers
- OSRHE Eisenhower Grant, "Implementation of Small Scale Experiments," \$27,680, 1993 – workshop for high school chemistry teachers
- NSF Instrumentation and Laboratory Improvement Grant, "Computer-Controlled Experiments in General Chemistry," \$27,035, 1992 – grant to establish a 12-station computer-interfaced lab to collect and analyze data from chemistry experiments
- Department of Energy Related Laboratory Equipment, given a polarographic analyzer for electrochemical measurements, \$13,800, 1991
- SWOSU Institutional Research Grant, "Photochemical Reaction Mechanisms of Cyclic Ketones," \$2450, 1991-92

### Presentations

- "Photochemical Fragmentation Mechanism of Tropone," Douglas Pool and Blake Sonobe, National Meeting of the American Chemical Society, San Diego, 1994
- "Photochemical Methods," Colorado Undergraduate Research Symposium, Denver, CO, 1986
- "Photochemistry of Cyclic Ketones," University of California, Davis, 1985
- "Photofragmentation Dynamics of Ketene," Pacific Conference on Spectroscopy, San Francisco, CA, 1983

### **University Committees and Student Activities**

- Member, General Education Committee, 2004 to 2005
- Member, Protection of Human Subjects Committee, 2003 to 2005
- Faculty Sponsor, Campus Crusade for Christ, 2002 to 2007
- Member, Retention Management Council, 2002 to 2005
- Member, Interdisciplinary Studies Program Development Committee, 2001 to 2003
- Member, Appellate Committee on Dismissal of Tenured Faculty Members, 2001 to 2003
- Member, University Tenure and Promotion Appeals Committee, 2001 to 2003
- Member, Academic Appeals Committee, 2000 to 2001
- Member, Strategic Planning Committee, 1999 to present
- Chair, Radiation Safety Committee, 1995 to 2005
- Faculty Senate, 1995 to 1998
- Faculty Development Committee, 1993 to 1997 (Chair, 1996 to 1997)
- Faculty Research and Scholarly Activities Committee, 1991 to 1997
- Member, Panorama Committee, 1993 to 1996
- Faculty Sponsor, Southwestern International Students Association, 1990 to 2005

### **Community Activities (past ten years)**

- Member Vision 2020, Weatherford Strategic Planning Committee, 2009
- Member, Education Committee of the Weatherford Chamber of Commerce, 2008 to present
- Member, Board of Directors, General Thomas P. Stafford Air and Space Museum, 2006 to present; President 2011
- Member, Weatherford Rotary Club, 1991 to 2013 (Asst District Governor 2007 to 2012, Board of Directors, 1997 to 1999 and 2007 to 2009; President 2000 to 2001)
- Member, Elder Board of Christ Community Church (Christian and Missionary Alliance) and Sunday School teacher, 1991 to present

## List of Publications

Blake I. Sonobe

B.I. Sonobe, T.R. Fletcher, and R.N. Rosenfeld, "Dissociation Dynamics of Photochemically Activated 3,5-Cycloheptadienone in the Gas Phase," *Journal of the American Chemical Society*, 1984, *106*, 5800-05.

B.I. Sonobe, T.R. Fletcher, and R.N. Rosenfeld, "The Dynamics of the Photochemical Decarbonylation of 3-Cyclopentenone," *Journal of the American Chemical Society* 1984, *106*, 4352-56.

B.I. Sonobe, T.R. Fletcher, and R.N. Rosenfeld, "The Photofragmentation Dynamics of 3-Cyclopentenone in the Gas Phase," *Chemical Physics Letters* 1984, *105*, 322-26.

B.I. Sonobe and R.N. Rosenfeld, "Energy Disposal in the Photofragmentation of Ketene," *Journal of the American Chemical Society* 1983, *105*, 7528-30.

R.N. Rosenfeld and B.I. Sonobe, "Rotational Excitation in the Carbon Monoxide Product of Ketene Photodissociation," *Journal of the American Chemical Society* 1983, *105*, 1661-62.

R.L. Watson, B.I. Sonobe, J.A. Demarest, and A. Langenberg, "Systematics of the Average L-Shell Ionization Probability in K-Shell Ionizing Collisions by Light Ions," *Physical Reviews A* 1979, *19*, 1529-37.

R.L. Watson, A.K. Leeper, B.I. Sonobe, T. Chiao, and F.E. Jensen, "Effect of Chemical Environment on the Intensities of  $K\alpha$  X-Ray Satellites Produced in Heavy-Ion Collisions," *Physical Reviews A* 1977, *15*, 914-25.

R.L. Watson, A.K. Leeper, and B.I. Sonobe, "Applications of Wavelength-Dispersive Spectrometry in Particle-Induced X-Ray Emission Analysis," *Nuclear Instruments and Methods*, 1977, *142*, 311-316.

R.L. Watson, T. Chiao, F.E. Jensen, and B.I. Sonobe, "L-Shell Vacancy Lifetime Effects on  $K\alpha$  X-Ray Satellites Produced in Heavy-Ion-Atom Collisions," *Beam Foil Spectroscopy, Proc. 4th Int. Conf.*, 1975, *2*, 567-75, Ed. I.A. Sellin and D.J. Pegg, Plenum Press, N.Y.

B.I. Sonobe, PhD Dissertation, "The Dynamics of the Photofragmentation of Ketene, 3-Cyclopentenone, 3,5-Cycloheptadienone, and Tropone," University of California, Davis, 1985.

B.I. Sonobe, M.S. Thesis, "Projectile Energy Dependence of Aluminum and Silicon  $K\alpha$  X-Ray Satellites," Texas A&M University, 1978.



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 655 Research Parkway, Suite 200  
 Oklahoma City, Oklahoma 73104-3603  
 (405) 225-9168 (W)  
[dstuart@osrhe.edu](mailto:dstuart@osrhe.edu)

**EDUCATION**

- Ph.D.** Iowa State University, Higher Education with concentrations in research, administration, and counseling psychology
- M.A.** The Ohio State University, Student Personnel Work with minor in counseling psychology
- B.A.** Ohio Wesleyan University, Geology with concentrations in mathematics and psychology

**EMPLOYMENT**

**Vice Chancellor for Educational Partnerships, Oklahoma State Regents for Higher Education (2007-present)**  
 Provide leadership and coordination in agency relations and interactions on academic and educational matters with state, regional, and national organizations. Serve as liaison to the State Regents Faculty Advisory Council and for projects with organizations such as the Oklahoma State Department of Education, Oklahoma Department of Career and Technical Education (CareerTech), and the Oklahoma Business and Education Coalition (OBEC). Coordinate state and national initiatives related to enrollment management, accountability, community college improvement, course redesign, regional stewardship, and open educational resources. Accomplishments include development of a state system financial aid database, involvement of higher education in the Common Core State Standards (CCSS); development of the Achieve, Inc. Partnership for the Assessment of Readiness for College and Careers (PARCC); implementation of the Southern Regional Education Board (SREB) 12<sup>th</sup> grade transitional courses in math and literacy; implementation of remediation reform; and improvement of math success.

**Vice Chancellor for Administration, Oklahoma State Regents for Higher Education (2004-2007)**  
 Provided operational oversight of the Chancellor's Office. Supervised human resources, payroll and business services; coordinated revision of the *State Regents Policy and Procedures Manual*; and provided staff professional development. Monitored agency communications and strategic work plans. Represented the Chancellor as designee or staff to Oklahoma projects such the Governor's Achieving Classroom Excellence Steering Committee and the Task Force on Reading. Served as liaison to State System presidents, Faculty Advisory Council, state agencies, and national higher education associations. Provided leadership for State System initiatives such as cooperative alliances with CareerTech system, enrollment management, community engagement with *Making Place Matter*, and assessing college-level learning. Organized annual state system enrollment management conference.

**Executive Director of State System Research, Oklahoma State Regents for Higher Education (1998-2004)**  
 Created new division to promote evidence based decision-making. Represented the State Regents on statewide and national projects. Coordinated data requests and information needs for the agency. Consulted with researchers within the State Regents' office and with other agencies. Designed research studies and survey instruments. Wrote reports and made presentations on topics such as accountability, performance funding, assessment, graduation rates, and teacher supply and demand. Managed the statewide unitary database for the Oklahoma State System for Higher Education. Developed the plans to upgrade the database to a web-based, data warehouse. Supervised the Director of Information Technology, IPEDS Coordinator, research analysts, programmers, and geographic information system administrator.

**Associate Vice Chancellor for Academic Affairs (1998-2001) and Assistant Vice Chancellor for Academic Affairs (1995-1998) Oklahoma State Regents for Higher Education**  
 Conducted research projects and wrote reports for Academic Affairs Division. Supervised research analysts. Represented the State Regents interests in teacher preparation: analyzed supply and demand studies, served on the

Oklahoma Commission for Teacher Preparation, co-chaired Oklahoma Policy Group from the National Commission on Teacher and America's Future, and monitored reform activities including teacher education program accreditation visits. Coordinated accreditation activities: monitored compliance with state law and State Regents' policies, conducted accrediting visits to institutions not regionally accredited, and served on the Veteran's State Accrediting Agency Board and the Oklahoma Board of Private Vocational Schools.

**Higher Education Consultant (1994-1995)**

Assisted the University of Maryland with planning and information needs. Assessed technological and organizational structures that support planning. Conducted institutional research. Designed enrollment management processes and analyzed trends.

**Director for Office of Institutional Studies (1991-1994) and Associate Director for Office of Institutional Studies (1990-1991), University of Maryland at College Park**

Directed institutional research operation during an extensive Academic Affairs transition. Supervised twelve staff that produced standard and ad hoc reports and assisted with academic planning. Expanded office functions and upgraded computer support. Served on University and System planning committees during a major reorganization of academic departments. Provided data packages for academic strategic planning. Developed databases and models for enrollment management. Provided data support for continuous improvement (TQM) implementation. Provided enrollment planning information and advice. Served on the Advisory Committee on Course Enrollment Statistics and Strategies, Commission on Women, and related planning committees.

**Director of Undergraduate Student Services, College of Business and Management, University of Maryland at College Park (1988-1990)**

Coordinated academic advising for 2,000 undergraduate business majors. Supervised the College's orientation, graduation, undergraduate placement activities, and implementation of TQM and new electronic classrooms. Participated in University admissions functions and evaluated transfer work. Assisted in scheduling classes and conducting research. Served as the affirmative action officer.

**Assistant to the Provost and Coordinator of Enrollment Management, Office of the Provost, Southern Methodist University (1984-1988)**

Directed institutional research. Planned and created an enrollment management system: supervised the Retention Coordinator, evaluated procedures and policies affecting the characteristics of the student body, served on the University Committee for Enrollment Planning and Management, the Career Center Advisory Board, and the Computer Policy and Planning Committee. Coordinated taskforces. Organized self-study activities. Wrote reports for planning, accreditation, and special projects.

**Women's Center Coordinator, Iowa State University (1983-1984)**

Administered the operation of the Center during a major transition. Reported to both the Dean of Student Life and the Vice President for Academic Affairs. Consulted with student, staff and faculty groups and individuals concerning women's issues and University policies and procedures. Supervised graduate assistants and clerical staff in programming efforts and Center usage. Wrote a monthly newsletter.

**Research Associate, Student Affairs Research Office, Iowa State University (1982-1984)**

Consulted with faculty and Student Affairs staff concerning research projects. Developed surveys. Analyzed data. Wrote reports about student characteristics. Taught or assisted with graduate courses and seminars in Student Personnel Work and Educational Research and Statistics.

**Director of Career Services (1978-1981) and Counselor (1978-1981), Grinnell College, Iowa**

Designed and coordinated all career planning and placement services. Supervised and trained seven staff. Maintained an extensive library. Integrated computer applications. Wrote and edited publications. Presented at college and community functions. Assisted the Vice President for Student Affairs in hiring and evaluating Student Affairs staff. Planned and facilitated residence hall and campus activities. Trained and supervised student advisors. Counseled and advised students in residence halls, the Career Service Office, and campus organizations.

**RECOGNITIONS and PUBLICATIONS**

Iowa State University Virgil S. Lagomarcino Laureate Award for prestigious service, educational leadership and personal commitment to education, 2004.

Mid-Continental Research for Education and Learning (McREL) report reviewer, 2003

Oklahoma Association for Institutional Research and Planning (OKAIRP) Special Recognition, 2001.

National Center for Education Statistics (NCES) Cooperative System Fellows Program, 2000.

Stuart, D. L. (1995). "Reputational Rankings: Background and Development." In D. Walleri and M. Moss (ed.), *Evaluating and Responding to College Guidebooks and Rankings*. New Directions for Institutional Research, 88, 13-20.

Gurney, G. S. and Stuart, D. L. (1987). Effects of Special Admission, Varsity Competition, and Sport on Freshman Student Athletes' Academic Performance. Journal of College Student Personnel, 28, 298-302.

Stuart, D. L. (1985). Academic Preparation and Subsequent Performance of Intercollegiate Football Players. Journal of College Student Personnel, 26, 124-129.

**PROFESSIONAL ACTIVITIES**

Multimedia Educational Resource for Learning and online Teaching (MERLOT) 2013-present

Malcolm Baldrige National Quality Award Examiner, 2012

Oklahoma Quality Award Examiner 2009-2011 & 2013, Team Leader 2011 & 2013, and Judge 2012

Educational Technology Cooperative, Southern Regional Education Board (2010-present)

Association of Public and Land-grant Universities (APLU)/American Association of State Colleges and Universities (AASCU) Voluntary System of Accountability (VSA) Student Learning Outcomes Technical Work Group, 2006-present

Career Readiness Certificate (CRC) Advisory Committee, Oklahoma Department of Commerce, 2007- present

Career Readiness Certificate (CRC) Research Committee Chair, 2010-present

Work Ready Communities Advisory Committee, Oklahoma Department of Commerce, 2008- present

Transactional Lean Facilitator one-day training, University of Central Oklahoma, 2008

State Higher Education Executive Officers (SHEEO) Higher Education Policy Conference Planning Council and Academic Officers Planning Committee Chair, 2008-2009

State Higher Education Executive Officers (SHEEO) Learning Assessment Workshop, 2006

National Forum on College-Level Learning, 2003-2005

National Postsecondary Education Cooperative (NPEC) Student Persistence and Completion Working Group, 2002

National Postsecondary Education Cooperative (NPEC) Communications Subcommittee, 2002

National Center for Education Statistics (NCES) State Profiles Working Group, April 2001

Title II Teacher Report Card Consultative Committee for the National Center for Education Statistics (NCES), 1999

Southern Regional Education Board (SREB) Data Exchange, 1999-2004

Oklahoma Association for Institutional Research and Planning (OKAIRP), 1995-2004

Association for Institutional Research (AIR), 1991-2004

Southern Association for Institutional Research (SAIR), 1989-2004

Southern University Group (SUG), 1991-1993

Association of American Universities (AAU) Data Exchange, 1991-1993

Maryland Association for Institutional Research (MdAIR), 1990-1995

### **MAJOR PRESENTATIONS**

“Building Bridges Across the Developmental Divide” Invited speaker at the *Oklahoma Association of Developmental Education Conference*, September 2013.

“Innovation in Remedial Education” Invited speaker at the *Annual American Diploma Project Network Leadership Team Meeting*, September 2012.

“We’ve Collected Data: Now It’s Time to Use It” Invited panelist at the *SHEEO Higher Education Policy Conference - State Agency Workshop*, August 2011.

“What Students Know and Are Able to Do” Conducted the *Assessment Workshop for Faculty*, University of Central Oklahoma, April 2011.

“National Voluntary System of Accountability—Impacting the Way Institutions Conduct Assessments and Report Learning Outcomes” Session at *Oklahoma Association for Institutional Research and Planning Conference*, Fall 2007.

"Spellings and the Future - What Might it Mean for Higher Education" Invited panelist at *Southwest National Consortium for Continuous Improvement in Higher Education Southwest Regional Conference*, 2007.

“Making Place Matter: Project with the American Association of State Colleges and Universities” Presentation to the *Oklahoma Community Institute Annual Board Meeting*, 2006.

“Discussion of Accreditation, Carnegie Classification, and Stewardship of Place” *Presidential Summit on Commitment to Civic Engagement*, Oklahoma State Regents for Higher Education, 2006.

“A Context for Student Retention” Keynote at *Presidential Retention Summit*, East Central University, 2006.

“Uses of Assessment in Institutional Accountability and Action” Invited Panel Chair at *Improving Quality and Equity in Education: Inspiring a New Century of Excellence in Teaching and Assessment*, Centennial Anniversary of the Carnegie Foundation for the Advancement of Teaching, 2006.

- “Higher Education in the Era of Accountability: How Much Are College Students Learning?” Invited Panelist at *Higher Education and the New World Order: Economics, Politics, Demographics and Security*, Hechinger Institute on Education and the Media (Teachers College Columbia University), 2005.
- “What and How Much Do Student Learn in College?” Panelist at *National Forum on Education Policy*, Education Commission of the States (ECS), 2004.
- “National Forum on College-Level Learning” Panelist at *Annual Assessment Conference*, American Association for Higher Education (AAHE), 2004.
- “National Forum on College-Level Learning” Panelist at the *Annual Forum*, Association for Institutional Research (AIR), 2004.
- “Adventures in Performance Funding-Oklahoma’s Brain Gain Funding Initiative” Session at Oklahoma Association for Institutional Research and Planning, Fall 2003.
- “Quality Incentives and Performance Funding” Session at *National Conference on Performance Funding*, 2002.
- “Data and Planning Implications for Performance Funding” Keynote address at Oklahoma Association for Institutional Research and Planning, Fall 2001.
- “Retention in Oklahoma Higher Education” Keynote address at Oklahoma Association for Institutional Research and Planning, Spring 2001.
- “Assessment in the Oklahoma State System for Higher Education” Keynote address at Oklahoma Association for Institutional Research and Planning, Fall 1997.
- “Second Annual Student Assessment Report” Keynote address at Oklahoma Association for Institutional Research and Planning, 1996.
- “Academic Unit Profiles: An Architecture for Internal Comparisons” Panel at *Annual Forum*, Association for Institutional Research Forum (AIR), 1994.
- “Budget and Academic Planning” Panel at Maryland Association for Institutional Research, 1994.
- “Enrollment Management” Panel at the *Academic Leadership Institute*, 1993.
- “Balancing Student Course Demands and Campus Resources” Paper at *Annual Forum*, Association for Institutional Research (AIR), 1991.
- “Enrollment Management: The SMU Model” Keynote address at Southern Methodist University Student Affairs Staff Retreat: Strategic Planning for Positive Action, 1987.
- “Quality of Academic Life: A Proposal from Southern Methodist University” Session at National Association of Student Personnel Administrators (NASPA) Region III, 1985.
- “The Student Athlete: Campus Hero or Victim” Session at National Academic Advising Association, 1983.
- “Teaching Career Planning to Faculty and Students” Workshop at National Association of Women Deans, Administrators and Counselors, 1980.
- “Designing Educational Programs” Workshop at Iowa Student Personnel Association, 1978.



# An Act

ENROLLED HOUSE  
BILL NO. 3399

By: Hickman, Nelson, Kern,  
Bennett, Ortega,  
McCullough, Cockroft,  
Brumbaugh, Sears, Echols,  
Walker, Derby and Shannon  
of the House

and

Brecheen, Brinkley, Sykes,  
Branan, Shortey, Sharp,  
Marlatt, Griffin, David,  
Bingman and Newberry of the  
Senate

An Act relating to schools; amending 70 O.S. 2011, Section 6-207, which relates to the Oklahoma Mathematics Improvement Program; changing references to certain standards; amending 70 O.S. 2011, Sections 11-103.6, as last amended by Section 1 of Enrolled Senate Bill No. 1653 of the 2nd Session of the 54th Oklahoma Legislature and 11-103.6a, which relate to curricular standards for instruction of students in public schools; changing references to certain standards; directing school districts to develop and implement curriculum, courses and instruction for certain purposes; deleting certain curriculum reference; updating statutory language; defining term; adding certain purpose of teaching competencies; adding requirements for the subject matter standards; modifying definition; deleting citation to certain rules; modifying process for the review of each area of subject matter standards; making the subject matter standards subject to certain legislative review and approval; making an exception for certain career and technology education standards; stipulating that subject matter standards not be promulgated as rules and subject to the Administrative Procedures Act; deleting requirements to adopt English Language Arts and Mathematics

standards that are aligned with certain standards; directing the State Board of Education to adopt English Language Arts and Mathematics standards in a certain manner; providing process for determining college- and career-ready standards; requiring the English Language Arts and Mathematics subject matter standards and assessments to be solely approved and controlled by the Board; directing the Board to begin adoption on certain date; requiring reasonable opportunity for public comment by certain specified persons and representatives; requiring implementation of certain standards for certain period; directing the Board to seek certain certification from the State Regents for Higher Education; requiring the State Regents to provide certain description; requiring certain documents to be posted on the State Department of Education website; directing the Board to direct development of an annual high-quality statewide student assessment for English Language Arts and Mathematics by a certain date; requiring certain assessments to continue until new assessments are implemented; prohibiting the Board from entering into agreements, memoranda or contracts with certain parties which cede or limit certain discretion or control; directing the Board to initiate efforts to amend certain agreements, memoranda or contracts; authorizing the Board to seek and be granted certain waivers; allowing the Board to participate in certain multistate or multigovernmental cooperatives; stating that all subject matter standards and corresponding assessments be solely approved and controlled by the state and independence of the Board be maintained; allowing the benchmarking of assessments; providing for the exclusive control of instruction, curriculum and instructional materials by school districts; allowing school districts to adopt supplementary student assessments; directing the Board to make a comparison of certain standards; listing areas of comparison; requiring the Board to submit a report of the comparison to certain persons; prohibiting standards and assessments that are designed to collect or measure certain information; directing the Board to amend or repeal certain rules; providing for legislative review of all subject matter standards and revisions; prohibiting implementation of



standards until completion of the review process; requiring submission of subject matter standards upon adoption; specifying vehicle and process for approval or disapproval of standards by the Legislature; authorizing the Board to adopt new standards upon disapproval by the Legislature; requiring the Board to continue implementation of certain standards until new standards are approved; making approved standards final agency rules; providing for submission and publication of standards; establishing force and effect of standards; making certain joint resolutions not subject to certain cutoff dates; limiting provisions of certain joint resolutions; amending 70 O.S. 2011, Section 11-103.9, which relates to physical education programs; changing references to certain standards; requiring certain instructional materials to be made available for inspection by parents or guardians; requiring school districts to develop and adopt policies; specifying content of policies; defining term; amending 70 O.S. 2011, Sections 1210.507, as amended by Section 2, Chapter 74, O.S.L. 2013 and 1210.508, as last amended by Section 1, Chapter 403, O.S.L. 2013 (70 O.S. Supp. 2013, Sections 1210.507 and 1210.508), which relate to the Oklahoma School Testing Program Act; changing references to certain standards; allowing the Board to stop or cancel online or computer-based assessments under certain circumstances; deleting certain benchmark requirement; modifying certain goals; allowing the Board to participate in certain cooperatives for certain purpose; making the Board not subject to certain provisions of law for the purpose of developing and administering certain alternative assessments; amending 70 O.S. 2011, Sections 1210.508B and 1210.508C, as last amended by Section 1 of Enrolled House Bill No. 2625 of the 2nd Session of the 54th Oklahoma Legislature, which relate to the Reading Sufficiency Act; changing references to certain standards; modifying certain good-cause exemptions; adding a good-cause exemption; amending Section 1, Chapter 318, O.S.L. 2012 (70 O.S. Supp. 2013, Section 1210.516), which relates to the Oklahoma Bridge to Literacy Program; changing references to certain standards; amending 75 O.S. 2011, Section 250.4, as amended by Section 1 of

Enrolled Senate Bill No. 1694 of the 2nd Session of the 54th Oklahoma Legislature, which relates to compliance with the Administrative Procedures Act; exempting the Board from Article I of the Administrative Procedures Act for prescribing subject matter standards; providing for codification; and declaring an emergency.

SUBJECT: Education

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-207, is amended to read as follows:

Section 6-207. A. The State Board of Education shall establish the Oklahoma Mathematics Improvement Program. The purpose of the program is to improve student mastery of the ~~Priority Academic Student Skills (PASS)~~ subject matter standards adopted by the State Board of Education for sixth-grade mathematics through Algebra I by enhancing sixth-, seventh- and eighth-grade public school teachers' mastery of the subject matter content and process skills.

B. For purposes of this section, "middle-level mathematics" means the ~~Priority Academic Student Skills~~ subject matter standards for sixth- through eighth-grade mathematics and Algebra I.

C. Each sixth-, seventh-, or eighth-grade public school teacher of a middle-level mathematics course who completes a professional development program approved by the State Board of Education, as authorized in subsection E of this section, shall receive a stipend in the amount of One Thousand Dollars (\$1,000.00) if, prior or subsequent to completion of the professional development program, the teacher successfully completes the middle-level/intermediate mathematics Oklahoma Subject Area Test administered by the Oklahoma Commission for Teacher Preparation. The State Board of Education shall provide the stipend to qualifying teachers who meet the requirements of this section. The stipend shall not be included in the calculation of the teacher's salary for purposes of meeting the district or statutory minimum salary schedule or for purposes of calculating Teachers' Retirement System of Oklahoma contributions or benefits.

D. The State Department of Education shall issue a request for proposals on or before October 1, 2005, seeking applications for the Oklahoma Mathematics Improvement Program. The State Department of Education shall review the applications for compliance with the established requirements.

E. The State Board of Education may approve programs that meet the requirements set forth in this subsection. Each participating teacher shall take a preassessment to establish current subject matter knowledge, and, based on the results of the preassessment, the teacher will participate in one of the three programs listed below:

1. Mathematics academies consisting of a minimum of forty (40) contact hours of training and twenty (20) contact hours of follow-up training through lesson study with identified mathematics specialists on-site and through video technology.

The mathematics academies shall incorporate both content knowledge and process knowledge that shall be modeled for teachers in the areas of problem-solving, reasoning, and critical thinking as applied to the mathematical concepts in PASS the subject matter standards. The ultimate goal of the mathematics academies shall be to significantly increase the number of children becoming proficient in mathematics as demonstrated on assessments administered pursuant to the Oklahoma School Testing Program Act. The mathematics academies shall be accepted for professional development purposes and shall be defined as continuing education experiences that consist of a minimum of forty (40) clock hours. The mathematics academies shall be designed to provide instruction that includes peer coaching;

2. Other programs including customized higher education courses and/or on-line courses similar in scope and nature to those described in this subsection designed to improve middle school mathematics knowledge including Algebra I, as approved by the State Board of Education; and

3. Small learning community lesson studies facilitated by a mathematics coach and utilizing the Internet and video technology, as approved by the State Board of Education.

F. On or before December 15, 2005, the State Department of Education shall forward applications that the Department has

determined meet the requirements of this section to the State Board of Education. On or before February 1, 2006, the Board shall award, through a competitive bid process, one or more grants for professional development programs approved by the Department.

G. The State Board of Education shall contract for independent evaluations of programs funded pursuant to this section.

H. Beginning June 30, 2006, and each year thereafter for which the Oklahoma Mathematics Improvement Program is funded, the State Board of Education shall prepare and submit a report to the Legislature and the Governor containing:

1. Descriptions of professional development programs approved and funded through the Oklahoma Mathematics Improvement Program;
2. Number and amount of grants awarded;
3. Number of teachers completing approved programs;
4. Number of teachers successfully completing the Oklahoma Subject Area Test for middle level/intermediate mathematics after completion of a program created pursuant to this section;
5. Amount of stipends paid to teachers pursuant to this section; and
6. Student achievement data for students in classes taught by teachers completing one of the program options authorized pursuant to this section.

SECTION 2. AMENDATORY 70 O.S. 2011, Section 11-103.6, as last amended by Section 1 of Enrolled Senate Bill No. 1653 of the 2nd Session of the 54th Oklahoma Legislature, is amended to read as follows:

Section 11-103.6 A. 1. The State Board of Education shall adopt ~~curricular~~ subject matter standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies and communication.

2. School districts shall develop and implement curriculum, courses and instruction in order to ensure that students meet the

skills and competencies as set forth in this section and in the subject matter standards adopted by the State Board of Education.

3. All students shall gain literacy at the elementary and secondary levels ~~through a core curriculum~~. Students ~~must~~ shall develop skills in reading, writing, speaking, computing and critical thinking. For purposes of this section, critical thinking means a manner of analytical thinking which is logical and uses linear factual analysis to reach a conclusion. They also ~~must~~ shall learn about cultures and environments - their own and those of others with whom they share the earth. Students, therefore, ~~must~~ shall study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with technology center schools.

~~The core curriculum~~ 4. The subject matter standards shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all students for active citizenship, employment and/or successful completion of postsecondary education without the need for remedial coursework at the postsecondary level.

5. The subject matter standards shall be designed with rigor as defined in paragraph 3 of subsection F of this section.

6. The subject matter standards for English Language Arts shall give Classic Literature and nonfiction literature equal consideration to other literature. In addition, emphasis shall be given to the study of complete works of literature.

7. At a minimum, the subject matter standards for mathematics shall require mastery of the standard algorithms in mathematics, which is the most logical, efficient way of solving a problem that consistently works, and for students to attain fluency in Euclidian geometry.

B. Subject to the provisions of subsection C of this section, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

1. Four units or sets of competencies of English to include Grammar, Composition, Literature, or any English course approved for college admission requirements;

2. Three units or sets of competencies of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

3. Three units or sets of competencies of laboratory science, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

4. Three units or sets of competencies of history and citizenship skills, including one unit of American History, 1/2 unit of Oklahoma History, 1/2 unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or ~~Non-Western~~ non-Western culture and approved for college admission requirements;

5. Two units or sets of competencies of the same foreign or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or a technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;

6. One additional unit or set of competencies selected from paragraphs 1 through 5 of this subsection or career and technology education courses approved for college admission requirements; and

7. One unit or set of competencies of fine arts, such as music, art, or drama, or one unit or set of competencies of speech.

C. In lieu of the requirements of subsection B of this section which requires a college preparatory/work ready curriculum, a student may enroll in the core curriculum as provided in subsection D of this section upon written approval of the parent or legal guardian of the student. School districts may require a parent or legal guardian of the student to meet with a designee of the school prior to enrollment in the core curriculum. The State Department of Education shall develop and distribute to school districts a form

suitable for this purpose, which shall include information on the benefits to students of completing the college preparatory/work ready curriculum as provided for in subsection B of this section.

D. For those students subject to the requirements of subsection C of this section, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following core curriculum units or sets of competencies at the secondary level:

1. Language Arts - 4 units or sets of competencies, to consist of 1 unit or set of competencies of grammar and composition, and 3 units or sets of competencies which may include, but are not limited to, the following courses:

- a. American Literature,
- b. English Literature,
- c. World Literature,
- d. Advanced English Courses, or
- e. other English courses with content and/or rigor equal to or above grammar and composition;

2. Mathematics - 3 units or sets of competencies, to consist of 1 unit or set of competencies of Algebra I or Algebra I taught in a contextual methodology, and 2 units or sets of competencies which may include, but are not limited to, the following courses:

- a. Algebra II,
- b. Geometry or Geometry taught in a contextual methodology,
- c. Trigonometry,
- d. Math Analysis or Precalculus,
- e. Calculus,
- f. Statistics and/or Probability,
- g. Computer Science,

- h. (1) contextual mathematics courses which enhance technology preparation, or
- (2) a science, technology, engineering and math (STEM) block course meeting the requirements for course competencies listed in paragraph 2 of subsection B of this section, whether taught at a:
  - (a) comprehensive high school, or
  - (b) technology center school when taken in the tenth, eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,
- i. mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or
- j. equal to or above Algebra I;

3. Science - 3 units or sets of competencies, to consist of 1 unit or set of competencies of Biology I or Biology I taught in a contextual methodology, and 2 units or sets of competencies in the areas of life, physical, or earth science or technology which may include, but are not limited to, the following courses:

- a. Chemistry I,
- b. Physics,
- c. Biology II,
- d. Chemistry II,
- e. Physical Science,
- f. Earth Science,
- g. Botany,



- h. Zoology,
- i. Physiology,
- j. Astronomy,
- k. Applied Biology/Chemistry,
- l. Applied Physics,
- m. Principles of Technology,
- n. qualified agricultural education courses,
- o. (1) contextual science courses which enhance technology preparation, or  
(2) a science, technology, engineering and math (STEM) block course meeting the requirements for course competencies listed in paragraph 3 of subsection B of this section, whether taught at a:
  - (a) comprehensive high school, or
  - (b) technology center school when taken in the tenth, eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,
- p. science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or
- q. other science courses with content and/or rigor equal to or above Biology I;

4. Social Studies - 3 units or sets of competencies, to consist of 1 unit or set of competencies of United States History, 1/2 to 1 unit or set of competencies of United States Government, 1/2 unit or set of competencies of Oklahoma History, and 1/2 to 1 unit or set of

competencies which may include, but are not limited to, the following courses:

- a. World History,
- b. Geography,
- c. Economics,
- d. Anthropology, or
- e. other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History; and

5. Arts - 2 units or sets of competencies which may include, but are not limited to, courses in Visual Arts and General Music.

E. 1. In addition to the curriculum requirements of either subsection B or D of this section, in order to graduate from a public high school accredited by the State Board of Education students shall complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act and any additional course requirements or recommended elective courses as may be established by the State Board of Education and the district school board. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages and two units or sets of competencies of physical and health education.

2. No student shall receive credit for high school graduation more than once for completion of the same unit or set of competencies to satisfy the curriculum requirements of this section.

3. A school district shall not be required to offer every course listed in subsections B and D of this section, but shall offer sufficient courses to allow a student to meet the graduation requirements during the secondary grade years of the student.

F. For purposes of this section:

1. "Contextual methodology" means academic content and skills taught by utilizing real-world problems and projects in a way that helps students understand the application of that knowledge;

2. "Qualified agricultural education courses" means courses that have been determined by the State Board of Education to offer the sets of competencies ~~in the Priority Academic Student Skills (PASS), as adopted by the Board,~~ for one or more science content areas and which correspond to academic science courses. Qualified agricultural education courses shall include, but are not limited to, Horticulture, Plant and Soil Science, Natural Resources and Environmental Science, and Animal Science. The courses shall be taught by teachers certified in agricultural education and comply with all rules of the Oklahoma Department of Career and Technology Education;

3. "Rigor" means a level of difficulty that is thorough, exhaustive and accurate and is appropriate for the grade level ~~and that meets state and/or national standards;~~

4. "Sets of competencies" means instruction in those skills and competencies that are specified in the ~~Priority Academic Student Skills (PASS), as~~ subject matter standards adopted by the State Board of Education, ~~subchapter 5, Chapter 15, Title 210 of the Oklahoma Administrative Code,~~ and other skills and competencies adopted by the Board, without regard to specified instructional time; and

5. "Unit" means a Carnegie Unit as defined by the North Central Association's Commission on Schools.

G. 1. The State Board of Education shall adopt a plan to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses taught to meet the graduation requirements as specified in this section.

2. The State Board of Education shall allow as much flexibility at the district level as is possible without diminishing the rigor or undermining the intent of providing these courses. To accomplish this purpose, the State Department of Education shall work with school districts in reviewing and approving courses taught by districts that are not specifically listed in subsections B and D of this section. Options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles.

3. Technology center school districts may offer programs designed in cooperation with institutions of higher education which

have an emphasis on a focused field of career study upon approval of the State Board of Education and the independent district board of education. Students in the tenth grade may be allowed to attend these programs for up to one-half (1/2) of a school day and credit for the units or sets of competencies required in paragraphs 2 and 3 of subsection B or D of this section shall be given if the courses are taught by a teacher certified in the secondary subject area; provided, credit for units or sets of competencies pursuant to subsection B of this section shall be approved for college admission requirements.

4. If a student enrolls in a concurrent course, the school district shall not be responsible for any costs incurred for that course, unless the school district does not offer enough course selection during the student's secondary grade years to allow the student to receive the courses needed to meet the graduation requirements of this section. If the school district does not offer the necessary course selection during the student's secondary grade years, it shall be responsible for the cost of resident tuition at an institution in The Oklahoma State System of Higher Education, fees, and books for the concurrent enrollment course, and providing for transportation to and from the institution to the school site.

It is the intent of the Legislature that for students enrolled in a concurrent enrollment course which is paid for by the school district pursuant to this paragraph, the institution charge only the supplementary and special service fees that are directly related to the concurrent enrollment course and enrollment procedures for that student. It is further the intent of the Legislature that fees for student activities and student service facilities, including the student health care and cultural and recreational service fees, not be charged to such students.

5. Credit for the units or sets of competencies required in subsection B or D of this section shall be given when such units or sets of competencies are taken prior to ninth grade if the teachers are certified or authorized to teach the subjects for high school credit and the required rigor is maintained.

6. The three units or sets of competencies in mathematics required in subsection B or D of this section shall be completed in the ninth through twelfth grades. If a student completes any required courses or sets of competencies in mathematics prior to ninth grade, the student may take any other mathematics courses or sets of competencies to fulfill the requirement to complete three

units or sets of competencies in grades nine through twelve after the student has satisfied the requirements of subsection B or D of this section.

7. All units or sets of competencies required for graduation may be taken in any sequence recommended by the school district.

H. As a condition of receiving accreditation from the State Board of Education, all students in grades nine through twelve shall enroll in a minimum of six periods, or the equivalent in block scheduling or other scheduling structure that allows for instruction in sets of competencies, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

I. 1. Academic and vocational-technical courses designed to offer sets of competencies integrated or embedded within the course that provide for the teaching and learning of the appropriate skills and knowledge in the ~~Priority Academic Student Skills (PASS)~~ subject matter standards, as adopted by the State Board of Education, may upon approval of the Board, in consultation with the Oklahoma Department of Career and Technology Education if the courses are offered at a technology center school district, be counted for academic credit and toward meeting the graduation requirements of this section.

2. Internet-based courses offered by a technology center school that are taught by a certified teacher and provide for the teaching and learning of the appropriate skills and knowledge in the ~~PASS~~ subject matter standards may, upon approval of the State Board of Education and the independent district board of education, be counted for academic credit and toward meeting the graduation requirements of this section.

3. Internet-based courses or vocational-technical courses utilizing integrated or embedded skills for which no ~~Priority Academic Student Skills~~ subject matter standards have been adopted by the State Board of Education may be approved by the Board, in consultation with the Oklahoma Department of Career and Technology Education if the courses are offered at a technology center school district, if such courses incorporate standards of nationally recognized professional organizations and are taught by certified teachers.

4. Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and provide for the teaching and learning of the appropriate skills and knowledge in the PASS subject matter standards may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting the graduation requirements of this section.

J. The State Board of Education shall provide an option for high school graduation based upon attainment of the desired levels of competencies as required in tests pursuant to the provisions of Section 1210.508 of this title. Such option shall be in lieu of the amount of course credits earned.

K. The State Board of Education shall prescribe, adopt and approve a promotion system based on the attainment by students of specified levels of competencies in each area of the core curriculum.

L. Children who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA), and who satisfy the graduation requirements through the individualized education program for that student shall be awarded a standard diploma.

M. Students who enter the ninth grade in or prior to the 2007-08 school year who are enrolled in an alternative education program and meet the requirements of their plans leading to high school graduation developed pursuant to Section 1210.568 of this title shall be awarded a standard diploma.

N. Any student who completes the curriculum requirements of the International Baccalaureate Diploma Program shall be awarded a standard diploma.

O. Any student who successfully completes an advanced mathematics or science course offered pursuant to Section 1210.404 of this title shall be granted academic credit toward meeting the graduation requirements pursuant to paragraph 2 or 3, as appropriate, of subsection B or D of this section.

P. For purposes of this section, the courses approved for college admission requirements shall be courses which are approved

by the Oklahoma State Regents for Higher Education for admission to an institution within The Oklahoma State System of Higher Education.

Q. The State Department of Education shall collect and report data by school site and district on the number of students who enroll in the core curriculum as provided in subsection D of this section.

SECTION 3. AMENDATORY 70 O.S. 2011, Section 11-103.6a, is amended to read as follows:

Section 11-103.6a A. Each Beginning with the 2014-15 school year, each area of subject matter curriculum standards, except for standards for career and technology curriculum education adopted pursuant to Section 14-103 of this title, shall be adopted by the State Board of Education for implementation and shall be subject to legislative review and approval as provided for in Section 4 of this act. The subject matter standards shall be implemented statewide by the beginning of the 2003-04 school year every public school district in this state. The subject matter standards shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle, and. After review, the State Board shall implement adopt any revisions in such curriculum subject matter standards deemed necessary to achieve further improvements in the quality of education for the students of this state. Any revisions adopted by the State Board of Education shall be subject to review and approval as provided for in Section 4 of this act. The adoption of subject matter standards or revisions to the standards by the State Board of Education pursuant to this section shall not be promulgated as rules and shall not be subject to Article I of the Administrative Procedures Act.

B. By 1. In addition to the requirements set forth in subsection A of this section, on or before August 1, 2010 2016, the State Board of Education, in consultation with the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce, shall adopt revisions to the subject matter curriculum adopted by the State Board standards for English Language Arts and Mathematics as is necessary to align the curriculum with the K-12 Common Core State Standards developed by the Common Core State Standards Initiative, an effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The revised curriculum shall reflect the K-12 Common Core State Standards in their entirety

and may include additional standards as long as the amount of additional standards is not more than fifteen percent (15%) of the K-12 Common Core State Standards which are college- and career-ready and will replace current standards. To be considered college- and career-ready, the standards shall be evaluated by the State Department of Education, the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce and be determined to be such that the standards will address the goals of reducing the need for remedial coursework at the postsecondary level and increasing successful completion of postsecondary education. The subject matter standards and corresponding student assessments for English Language Arts and Mathematics shall be solely approved and controlled by the state through the State Board of Education.

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

3. Until the statewide student assessments for English Language Arts and Mathematics are implemented as provided for in paragraph 1 of subsection C of this section, the State Board of Education shall implement the subject matter standards for English Language Arts and Mathematics which were in place prior to the revisions adopted by the Board in June 2010.

4. Upon the effective date of this act, the State Board of Education shall seek certification from the State Regents for Higher Education that the subject matter standards for English Language Arts and Mathematics which were in place prior to the revisions adopted by the Board in June 2010 are college- and career-ready as defined in the Federal Elementary and Secondary Education Act (ESEA) Flexibility document issued by the United States Department of Education and referenced in Option B of Principle 1: College and Career-Ready Expectations for All Students. The State Regents shall provide the Board a detailed description of the certification process and results, including a list of deficiencies if the State



Regents conclude that the standards are not college- and career-ready. The Board shall post all documents, materials, reports, descriptions and correspondence produced by the State Regents or used by the State Regents in the certification process on the website for the State Department of Education.

C. 1. On or before the 2017-18 school year, the State Board of Education, in consultation with the State Regents for Higher Education, the State Board of Career and Technology Education and the Oklahoma Department of Commerce, shall direct the process of the development of annual high-quality statewide student assessments for English Language Arts and Mathematics as provided for in Section 1210.508 of this title that align with the college- and career-ready subject matter standards developed pursuant to subsection B of this section.

2. The statewide student assessments for English Language Arts and Mathematics shall continue to assess standards and objectives found in the subject matter standards for English Language Arts and Mathematics which were in place prior to the revisions adopted by the Board in June 2010 and the test blueprints shall continue to align to the standards and objectives found in such subject matter standards for English Language Arts and Mathematics until the new assessments are implemented as provided for in paragraph 1 of this subsection.

D. 1. The State Board of Education shall not enter into any agreement, memorandum of understanding or contract with any federal agency or private entity which in any way cedes or limits state discretion or control over the process of development, adoption or revision of subject matter standards and corresponding student assessments in the public school system, including, but not limited to, agreements, memoranda of understanding and contracts in exchange for funding for public schools and programs. If the State Board of Education is a party to such an agreement, memorandum of understanding or contract on the effective date of this act, the State Board of Education shall initiate necessary efforts to amend the agreement, memorandum of understanding or contract to comply with the requirements of this subsection.

2. Nothing in this section shall be construed to prohibit the State Board of Education from seeking and being granted a waiver from federal law, provided that the conditions for the waiver do not require the state to cede or limit its discretion or control over

the process of development, adoption or revision of subject matter standards and corresponding statewide student assessments.

3. The State Department of Education may participate in a multistate or multigovernmental cooperative pursuant to the requirements of the Oklahoma Central Purchasing Act, but shall not bind the state, contractually or otherwise, to the authority of any other state, organization or entity which may supersede the authority of the State Board of Education.

E. The content of all subject matter standards and corresponding student assessments shall be solely approved and controlled by the state through the State Board of Education. The State Board of Education shall maintain independence of all subject matter standards referenced in Section 11-103.6 of this title and corresponding statewide student assessments and shall not relinquish authority over Oklahoma subject matter standards and corresponding statewide student assessments. Nothing in this section shall prohibit benchmarking the state subject matter standards and corresponding student assessments with those of other states or nations to allow comparison of Oklahoma subject matter standards and corresponding student assessments with those of other states and nations.

F. School districts shall exclusively determine the instruction, curriculum, reading lists and instructional materials and textbooks, subject to any applicable provisions or requirements as set forth in law, to be used in meeting the subject matter standards. School districts may, at their discretion, adopt supplementary student assessments which are in addition to the statewide student assessments.

G. 1. Upon completion of the adoption of English Language Arts and Mathematics subject matter standards pursuant to subsection B of this section, the State Board of Education shall compare such English Language Arts and Mathematics standards with the English Language Arts and Mathematics standards that were adopted by the State Board of Education prior to implementation of this act. The State Board of Education shall consider public comments, the use of best practices, evidence and research in the evaluation of both sets of standards. The State Board of Education shall compare the standards in the areas of:

- a. effective preparation for active citizenship and postsecondary education or the workforce,

- b. subject matter content,
- c. sequencing of subject matter content and relationship to measurement of student performance and the application of subject matter standards,
- d. developmental appropriateness of grade-level expectations, academic content and instructional rigor,
- e. clarity for educators and parents,
- f. exemplars tied to the standards,
- g. measurability of student proficiency in the subject matter,
- h. pedagogy,
- i. development of critical thinking skills, and
- j. demonstration of application of acquired knowledge and skills.

2. Upon completion of the comparison of the English Language Arts and Mathematics subject matter standards, the State Board of Education shall submit to the Governor, the Speaker of the House of Representatives, the President Pro Tempore of the Senate, the Minority Leader of the House of Representatives and the Minority Leader of the Senate a report outlining the results of the comparison of the standards.

H. All subject matter standards and corresponding statewide student assessments adopted by the State Board of Education shall be carefully circumscribed to reflect direct application to subject matter proficiency and shall not include standards or assessment questions that are designed to collect or measure noncognitive, emotional or psychological characteristics, attributes or skills of students.

I. Any rule, including but not limited to Rules 210:15-4-1 through 210:15-4-3 of the Oklahoma Administrative Code, which conflicts with the requirements of this section, shall be amended or

repealed by the State Board of Education as necessary to comply with the requirements of this section.

SECTION 4. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 11-103.6a-1 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. All subject matter standards and revisions to the standards adopted by the State Board of Education pursuant to Section 11-103.6a of Title 70 of the Oklahoma Statutes shall be subject to legislative review as set forth in this section. The standards shall not be implemented by the State Board of Education until the legislative review process is completed as provided for in this section.

B. Upon adoption of any subject matter standards, the State Board of Education shall submit the adopted standards to the Speaker of the House of Representatives or a designee and the President Pro Tempore of the Senate or a designee prior to the last thirty (30) days of the legislative session.

C. By adoption of a joint resolution, the Legislature shall approve the standards, disapprove the standards in whole or in part, amend the standards in whole or in part or disapprove the standards in whole or in part with instructions to the State Board of Education, provided that such joint resolution becomes law in accordance with Section 11 of Article VI of the Oklahoma Constitution. If the joint resolution is vetoed by the Governor in accordance with Section 11 of Article VI of the Oklahoma Constitution and the veto has not been overridden, the standards shall be deemed approved. If the Legislature fails to adopt a joint resolution within thirty (30) legislative days following submission of the standards, the standards shall be deemed approved.

D. If the subject matter standards are disapproved in whole or are disapproved in whole with instructions as provided for in this section, the State Board of Education may adopt new standards and submit the new standards for legislative review pursuant to this section. The State Board of Education shall continue to implement current standards in place until the new standards have been reviewed by the Legislature and approved as provided for in this section. If the subject matter standards are amended, approved in part or are disapproved in part with instructions, the State Board of Education may revise the standards in accordance with the legislative changes and implement the standards.

E. Upon final approval of the standards, the standards shall be considered final agency rules. The Board shall submit a copy of the standards to the Secretary of State, who shall include the standards in the publication known as the "Oklahoma Administrative Code" in the same manner as agency rules are published in the "Code" as provided for in the Administrative Procedures Act. All standards approved and published as provided for in this subsection shall have the same force and effect of law as agency rules promulgated pursuant to the Administrative Procedures Act.

F. Unless otherwise provided by specific vote of the Legislature, joint resolutions introduced for purposes of approving, disapproving, amending or disapproving with instructions any subject matter standards shall not be subject to regular legislative cutoff dates, shall be limited to such provisions as may be necessary for approving, disapproving, amending or disapproving with instructions any subject matter standards and any such other direction or mandate regarding the standards deemed necessary by the Legislature. The joint resolution shall contain no other provisions.

SECTION 5. AMENDATORY 70 O.S. 2011, Section 11-103.9, is amended to read as follows:

Section 11-103.9 A. Except as otherwise provided for in this section, the State Board of Education shall require, as a condition of accreditation, that school districts provide to all students physical education programs which may include athletics.

B. The Board shall require, as a condition of accreditation, that public elementary schools provide instruction, for students in full-day kindergarten and grades one through five, in physical education or exercise programs for a minimum of an average of sixty (60) minutes each week. The time students participate in recess shall not be counted toward the sixty-minutes-per-week physical education requirement. Schools may exclude from participation in the physical education or exercise programs required in this subsection those students who have been placed into an in-house suspension or detention class or placement or those students who are under an in-school restriction or are subject to an administrative disciplinary action.

C. The Board shall require, as a condition of accreditation, that public elementary schools provide to students in full-day kindergarten and grades one through five, in addition to the

requirements set forth in subsection B of this section, an average of sixty (60) minutes each week of physical activity, which may include, but not be limited to, physical education, exercise programs, fitness breaks, recess, and classroom activities, and wellness and nutrition education. Each school district board of education shall determine the specific activities and means of compliance with the provisions of this subsection, giving consideration to the recommendations of each school's Healthy and Fit ~~Schools~~ School Advisory Committee as submitted to the school principal pursuant to the provisions of Section 24-100a of this title.

D. The Board shall disseminate information to each school district on the benefits of physical education programs and shall strongly encourage districts to provide physical education instruction to students in grades six through twelve. The Board shall also strongly encourage school districts to incorporate physical activity into the school day by providing to students in full-day kindergarten and grades one through five at least a twenty-minute daily recess, which shall be in addition to the sixty (60) minutes of physical education as required by subsection B of this section, and by allowing all students brief physical activity breaks throughout the day, physical activity clubs, and special events.

E. School districts shall provide to parents or guardians of students a physical activity report. The report shall be provided to parents and guardians at least annually and shall include:

1. A summary on how physical activity is being incorporated into the school day;
2. A summary of the types of physical activities the students are exposed to in the physical education programs;
3. Suggestions on monitoring the physical activity progress of a child and how to encourage regular participation in physical activity; and
4. Information on the benefits of physical education and physical activity.

F. Instruction in physical education required in this section shall be aligned with the ~~Priority Academic Student Skills~~ subject matter standards as adopted by the Board.

G. The physical education curriculum shall be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor and self-management skills and knowledge necessary to participate in physical activity throughout life. Each school district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum.

H. In identifying the essential knowledge and skills, the State Board of Education shall ensure that the ~~Priority Academic Student Skills~~ subject matter standards for physical education:

1. ~~Emphasizes~~ Emphasize the knowledge and skills capable of being used during a lifetime of regular physical activity;
2. ~~Is~~ Are consistent with national physical education standards for:
  - a. the information that students should learn about physical activity, and
  - b. the physical activities that students should be able to perform;
3. ~~Requires~~ Require that, on a weekly basis, at least fifty percent (50%) of the physical education class be used for actual student physical activity and that the activity be, to the extent practicable, at a moderate or vigorous level;
4. ~~Offers~~ Offer students an opportunity to choose among many types of physical activity in which to participate;
5. ~~Offers~~ Offer students both cooperative and competitive games;
6. ~~Meets~~ Meet the needs of students of all physical ability levels, including students who have a disability, chronic health problem, or other special need that precludes the student from participating in regular physical education instruction but who might be able to participate in physical education that is suitably adapted and, if applicable, included in the student's individualized education program;
7. ~~Teaches~~ Teach self-management and movement skills;

8. ~~Teaches~~ Teach cooperation, fair play, and responsible participation in physical activity;

9. ~~Promotes~~ Promote student participation in physical activity outside of school; and

10. ~~Allows~~ Allow physical education classes to be an enjoyable experience for students.

I. The Board shall adopt rules to implement the provisions of this section.

SECTION 6. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 11-106.1 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. All instructional material, including but not limited to teacher manuals, films, tapes or other supplementary instructional material in any format, used by a public school as part of the educational curriculum, shall be available for inspection by the parents or guardians of students enrolled in the school.

B. Each school district shall develop and adopt policies pertaining to the inspection of instructional materials in consultation with parents and guardians. The policies shall include procedures for granting a request by a parent or guardian for reasonable access to instructional material within a reasonable period of time after the request is received.

C. For the purposes of this section, "instructional material" means instructional content that is provided to a student, regardless of the format, including printed or representational materials, audio-visual materials and materials in electronic or digital formats.

SECTION 7. AMENDATORY 70 O.S. 2011, Section 1210.507, as amended by Section 2, Chapter 74, O.S.L. 2013 (70 O.S. Supp. 2013, Section 1210.507), is amended to read as follows:

Section 1210.507 A. The State Board of Education shall promulgate rules necessary for the implementation and administration of the provisions of the Oklahoma School Testing Program Act.

B. The State Board of Education shall require school district boards of education to annually provide information to the



district's students, parents of students, and the public at large about the proper meaning and use of tests administered pursuant to the provisions of the Oklahoma School Testing Program Act. The Department shall develop materials and make them available to school districts regarding the Oklahoma School Testing Program.

C. 1. Students enrolled in an online course or program that is offered by a school district or charter school that is not the district of residence or is not located in the district of residence of the student shall be provided the opportunity to take any test required pursuant to the Oklahoma School Testing Program Act or any other test generally required of students by the school district in which the student is enrolled at an alternative testing location approved by the State Board of Education. The alternative testing locations may be at sites that are not in the school district that is offering the online course or program or the district of residence. Alternative testing locations may include technology center school sites or any other testing location selected by the school district or charter school offering the online course or program. All alternative testing locations shall be subject to testing location rules promulgated by the State Board of Education. The school district or charter school offering the online course or program shall be responsible for any cost incurred in providing an alternative testing location and any additional cost of administering a test at an alternative testing location. In order to provide alternative testing locations at geographically dispersed sites, the school district or charter school offering the online course or program shall, at a minimum, provide not less than six alternative testing locations, with at least one location in each quadrant of the state and in each of the two metropolitan areas in the state. Additional alternative testing locations may be provided by the school district or charter school offering the online course or program.

2. The performance of students on any test required pursuant to the Oklahoma School Testing Program Act or any other test generally required of students by the school district who are enrolled full-time in an online program that is offered by a school district or charter school that is not the district of residence or is not located in the district of residence of the student shall be reported separately by the school district or charter school and shall not be included when determining the performance levels of the school district or charter school in the Oklahoma School Testing Program as reported in the Oklahoma Educational Indicators Program.

D. The State Board of Education shall seek to establish and post on the Internet a sample test item bank that will be made available to teachers and will allow them to create and deliver classroom assessments throughout the school year to check for student mastery of key concepts assessed by the criterion-referenced tests administered to students pursuant to the Oklahoma School Testing Program Act. Subject to the availability of funds, the Board shall annually release end-of-instruction test items and make them available to the public.

E. The State Board of Education shall post on the Internet criterion-referenced sample tests for each grade level and subject matter test administered to students pursuant to the Oklahoma School Testing Program Act for the purpose of communicating expectation concerning test difficulty level and format to teacher, parents and students. The Board shall maintain the sample tests on the Internet throughout the year and, as changes are made in the state academic content standards, ~~known as the Priority Academic Student Skills Curriculum,~~ the Board shall update the sample tests. The Board shall seek to expand the number of sample test items each year and to revise test items as needed. The sample tests shall reflect the actual test administered to students and may contain questions used on actual tests given in previous years.

F. The State Board of Education shall seek to implement an electronic delivery system for all tests administered pursuant to the Oklahoma School Testing Program Act that will allow students to participate in computer-based assessments in order to expedite the delivery and use of the test results. Notwithstanding the requirement to implement online or computer-based assessments as otherwise provided by law, in circumstances where the administration or delivery of an online or computer-based assessment has been or will be disrupted, delayed or cause problems with student participation, the Board may stop or cancel the online or computer-based assessment and administer the assessment by another means.

SECTION 8. AMENDATORY 70 O.S. 2011, Section 1210.508, as last amended by Section 1, Chapter 403, O.S.L. 2013 (70 O.S. Supp. 2013, Section 1210.508), is amended to read as follows:

Section 1210.508 A. 1. The State Board of Education shall develop and administer a series of criterion-referenced tests designed to indicate whether the ~~state academic content~~ subject matter standards, as defined by the State Board of Education ~~in the Priority Academic Student Skills Curriculum,~~ which Oklahoma public

school students are expected to have attained have been achieved. The Board may develop and administer any criterion-referenced test in any subject not required by federal law, contingent upon the availability of funding. Students who do not perform at least at the proficient level on tests shall be remediated, subject to the availability of funding.

2. Contingent upon the availability of state and federal funds, the Board, in accordance with federal law, shall administer criterion-referenced tests for grades three and four in:

- a. reading, and
- b. mathematics.

3. Contingent upon the availability of funds, the Board shall administer criterion-referenced tests for grade five in:

- a. reading,
- b. mathematics,
- c. science,
- d. social studies, which shall consist of the history, Constitution and government of the United States, and geography, and
- e. writing of English.

4. Contingent upon the availability of state and federal funds, the Board, in accordance with federal law, shall administer criterion-referenced tests for grades six and seven in:

- a. reading, and
- b. mathematics.

In addition, the Board shall administer a criterion-referenced test in geography in grade seven.

5. Contingent upon the availability of funds, the Board shall administer criterion-referenced tests for grade eight in:

- a. reading,

- b. mathematics,
- c. science,
- d. social studies, which shall consist of the history, Constitution, and government of the United States, and
- e. writing of English.

The Board shall administer the tests for grade eight in reading and mathematics online with raw score test results reported immediately and complete results reported in less than two (2) weeks beginning in the 2007-08 school year.

6. Except as otherwise provided for in Section 1210.523 of this title, each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, when implemented, to measure for attainment in the appropriate ~~state academic content~~ subject matter standards in order to graduate from a public high school with a standard diploma. All students shall take the tests prior to graduation, unless otherwise exempt by law. The State Board of Education shall administer the criterion-referenced tests. The Board shall develop and field test the end-of-instruction tests in English III, Geometry, and Algebra II during the 2006-07 school year, implement the tests during the 2007-08 school year, and administer them each year thereafter. The Board shall administer the multiple choice portion of the end-of-instruction tests online with raw score test results reported immediately and complete results reported in less than two (2) weeks beginning in the 2008-09 school year.

The end-of-instruction tests shall serve the purpose of the criterion-referenced tests as provided in paragraph 1 of this subsection. The English II and English III end-of-instruction tests shall include a writing component. Students who do not score at least at the proficient level shall be afforded the opportunity to retake each test up to three (3) times each calendar year until at least achieving at the proficient level. In order to provide an indication of the levels of competency attained by the student in a permanent record for potential future employers and institutions of higher education, for students who enter the ninth grade in or prior to the 2007-08 school year, school districts shall report the highest-achieved state test performance level on the end-of-

instruction tests on the student's high school transcript. Beginning with students who enter the ninth grade in the 2008-09 school year, school districts shall report the highest-achieved state test performance level on the end-of-instruction tests and any business and industry-recognized endorsements attained on the student's high school transcript. Any student at the middle school level who completes the instruction in a secondary course specified in this paragraph shall be administered the appropriate end-of-instruction test.

7. a. Each school district shall administer to each student in the school district in grades three through eight an assessment designed to assess the student in the fine arts area in which the student has received instruction.
- b. Each school district shall prepare an annual report for approval by the State Board of Education outlining the fine arts assessment strategies used by the district, when the assessments were administered, how many students were assessed during the previous year, and the results of the assessments.

B. 1. All criterion-referenced tests required by this section shall measure academic competencies in correlation with the ~~state academic content~~ subject matter standards adopted by the Board pursuant to ~~Section~~ Sections 11-103.6 and 11-103.6a of this title and known as the ~~Priority Academic Student Skills Curriculum~~. The State Board of Education shall evaluate the ~~academic content~~ subject matter standards to ensure the competencies reflect high standards, are specific, well-defined, measurable, challenging, and will prepare elementary students for next-grade-level course work and secondary students for postsecondary studies at institutions of higher education or technology center schools without the need for remediation ~~in core curriculum areas~~. All ~~state academic content~~ subject matter standards shall reflect ~~the benchmarks of the American Diploma Project~~ and the ~~goal~~ goals as set forth in Section 11-103.6 of this title and of improving the state average ACT score.

2. The State Department of Education shall annually evaluate the results of the criterion-referenced tests. The State Board of Education shall ensure that test results are reported to districts in a manner that yields detailed, diagnostic information for the purpose of guiding instruction and student remediation. As improvements are made to the criterion-referenced tests required by

this section, the Board shall seek to increase the depth of knowledge assessed for each subject. The State Board of Education shall seek to ensure that data yielded from the tests required in this section are utilized at the school district level to prescribe reinforcement and/or remediation by requiring school districts to develop and implement a specific program of improvement based on the test results.

3. The State Board of Education in coordination with the Office of Educational Quality and Accountability shall review, realign, and recalibrate, as necessary, the tests in reading and mathematics in third through eighth grade and the end-of-instruction tests. The Commission for Educational Quality and Accountability shall determine the cut scores for the performance levels on the end-of-instruction tests developed pursuant to paragraph 6 of subsection A of this section. The Commission shall conduct an ongoing review to compare the end-of-instruction test content and performance descriptors with those of other states. Upon receipt of the review, the Commission may adjust the cut scores as necessary.

4. The State Board of Education, for the purposes of conducting reliability and validity studies, monitoring contractor adherence to professionally accepted testing standards, and providing recommendations for testing program improvement, shall retain the services of an established, independent agency or organization that is nationally recognized for its technical expertise in educational testing but is not engaged in the development of aptitude or achievement tests for elementary or secondary level grades. These national assessment experts shall annually conduct studies of the reliability and validity of the end-of-instruction tests administered pursuant to this section. Validity studies shall include studies of decision validity and concurrent validity.

C. 1. The State Board of Education shall set the testing window dates for each criterion-referenced test required in paragraphs 1 through 5 of subsection A of this section for grades three through eight so that, with the exception of the writing assessments, the tests are administered to students no earlier than April 10 each year and so that the test results are reported back to school districts in a timely manner. Each criterion-referenced test required in paragraph 6 of subsection A of this section may be administered to students at a time set by the State Board of Education as near as possible to the end of the course; provided, if a school district is unable to administer the tests online to all students taking the test for the first time and all students

retaking the test during the testing window time set by the Board, the school district may elect to administer any of the tests to students retaking the test at any time not more than two (2) weeks prior to the start of the testing window time set by the Board. All results and reports of the criterion-referenced test series required in paragraphs 1 through 5 of subsection A of this section for grades three through eight shall be returned to each school district prior to the beginning of the next school year. The vendor shall provide a final electronic data file of all school site, school district, and state results to the State Department of Education and the Office of Educational Quality and Accountability prior to September 1 of each year. The Department shall forward the final data files for each school district and each school site in that district to the school district. The Board shall ensure the contract with the testing vendor includes a provision that the vendor report test results directly to the Office of Educational Quality and Accountability at the same time it is reported to the Board.

2. State, district, and site level results of all tests required in this section shall be disaggregated by gender, race, ethnicity, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. Each school site shall notify the student's parents of the school's performance levels in the Oklahoma School Testing Program as reported in the Oklahoma Educational Indicators Program at the end of each school year.

D. The State Board of Education shall be responsible for the development, field-testing, and validation of the criterion-referenced test series required in subsection A of this section. In the interest of economy the Board ~~shall adapt criterion-referenced tests that have been developed by or in collaboration with other states or are otherwise commercially available, or portions of such tests,~~ may participate in a multistate or multigovernmental cooperative pursuant to the requirements of The Oklahoma Central Purchasing Act, but shall not bind the state, contractually or otherwise, to the authority of any other state, organization or entity which may supersede the authority of the Board, for the purpose of adapting criterion-referenced tests, to the extent that such tests are appropriate for use in the testing program to be administered to Oklahoma students.

E. The State Board of Education shall develop, administer, and incorporate as a part of the Oklahoma School Testing Program, other testing programs or procedures, including appropriate accommodations for the testing of students with disabilities as required by the Individuals with Disabilities Education Act (IDEA), 20 USC, Section 1400 et seq.

F. For purposes of developing and administering alternate assessments for students with the most significant cognitive disabilities, the State Board of Education shall not be subject to subsections D and E of Section 11-103.6a of this title.

SECTION 9. AMENDATORY 70 O.S. 2011, Section 1210.508B, is amended to read as follows:

Section 1210.508B A. The Legislature finds that it is essential for children in the public schools to read early and well in elementary school. The Legislature further finds that clear and visible goals, assessments to determine the reading level at each elementary school, annual measurements of elementary school reading improvement, and accountability in each level of the educational system will result in a significant increase in the number of children reading at or above grade level.

B. The purpose of the Reading Sufficiency Act is to ensure that each child attains the necessary reading skills by completion of the third grade which will enable that student to continue development of reading skills and to succeed throughout school and life.

C. Each public school district in this state shall ensure that a majority of the instructional time each day of the school year in kindergarten through third grade is focused on reading and mathematics. The State Board of Education shall encourage school districts to integrate the teaching of the other curricular areas in the ~~Priority Academic Student Skills (PASS)~~ subject matter standards adopted by the Board with the instruction of reading and mathematics. All teachers of reading in the public schools in this state in kindergarten through third grade shall incorporate into instruction the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.

D. The reading goal for Oklahoma public schools is as follows: By July 1, 2008, and each year thereafter, all third-grade students



will read at or above grade level by the end of their third-grade year, excluding up to fifteen percent (15%) of those students who have an individualized education program (IEP), pursuant to the Individuals with Disabilities Education Act (IDEA), and excluding those students who are English language learners who have been determined not to be proficient in English as defined by a state-designated English proficiency assessment. To achieve the reading goal, each public elementary school shall:

1. Determine its baseline no later than September 1, 2005, which shall be the percentage of students reading at or above third-grade level as determined by the percentage of students scoring proficient or above on the third-grade criterion-referenced test in reading, administered pursuant to Section 1210.508 of this title; and

2. Set and achieve annual improvement goals necessary to progress from the baseline established in 2005 to the reading goal by July 1, 2008. The annual improvement goals shall be included in the district's reading sufficiency plan required in Section 1210.508C of this title.

E. The State Board of Education shall recognize schools and districts that attain or make progress toward achieving the reading goal and shall provide technical assistance to schools and districts that do not make progress toward the reading goal. The district reading sufficiency plan shall be submitted to the State Board if the district has any schools that are not achieving the required annual improvement goals pursuant to this section.

SECTION 10. AMENDATORY 70 O.S. 2011, Section 1210.508C, as last amended by Section 1 of Enrolled House Bill No. 2625 of the 2nd Session of the 54th Oklahoma Legislature, is amended to read as follows:

Section 1210.508C A. 1. Each student enrolled in kindergarten in a public school in this state shall be screened for reading skills including, but not limited to, phonological awareness, letter recognition, and oral language skills as identified in the subject matter standards adopted by the State Board of Education. A screening instrument approved by the State Board shall be utilized for the purposes of this section.

2. For those kindergarten children at risk for reading difficulties, teachers shall emphasize reading skills as identified

in the subject matter standards adopted by the State Board of Education, monitor progress throughout the year and measure year-end reading progress.

3. Classroom assistants, which may include parents, grandparents, or other volunteers, shall be provided in kindergarten classes to assist with the screening of students if a teacher aide is not already employed to assist in a kindergarten classroom.

B. 1. Each student enrolled in kindergarten, first, second and third grade of the public schools of this state shall be assessed at the beginning of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension.

2. Any student who is assessed and found not to be reading at the appropriate grade level shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. Beginning with students entering the first grade in the 2011-2012 school year, the program of reading instruction shall include provisions of the READ Initiative adopted by the school district as provided for in subsection 0 of this section.

3. Throughout the year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success.

C. The State Board of Education shall approve screening instruments for use at the beginning of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year as required in subsections A and B of this section; provided, at least one of the screening instruments shall meet the following criteria:

1. Assess for phonological awareness, phonics, reading fluency, and comprehension;
2. Document the validity and reliability of each assessment;
3. Can be used for diagnosis and progress monitoring;

4. Can be used to assess special education and limited-English-proficient students;

5. Accompanied by a data management system that provides profiles for students, class, grade level and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes and for periodic and post assessments to be used for students at risk of reading failure. The State Board shall ensure that any assessments approved are in alignment with the subject matter standards adopted by the State Board of Education.

D. The program of reading instruction required in subsection B of this section shall align with the subject matter standards adopted by the State Board of Education, shall include provisions of the READ Initiative adopted by the school district as provided for in subsection O of this section beginning with students entering the first grade in the 2011-2012 school year and may include, but is not limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension;

2. If necessary, tutorial instruction after regular school hours, on Saturdays and during summer; however, such instruction may not be counted toward the one-hundred-eighty-day or one-thousand-eighty-hour school year required in Section 1-109 of this title; and

3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction.

E. The program of reading instruction shall continue until the student is determined by the results of approved reading assessments to be reading on grade level.

F. 1. Every school district shall adopt, and implement a district reading sufficiency plan which has had input from school administrators, teachers, and parents and if possible a reading specialist, and which shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated

annually. School districts shall not be required to electronically submit the annual updates to the Board if the last plan submitted to the Board was approved and expenditures for the program include only expenses relating to individual and small group tutoring, purchase of and training in the use of screening and assessment measures, summer school programs and Saturday school programs. If any expenditure for the program is deleted or changed or any other type of expenditure for the program is implemented, the school district shall be required to submit the latest annual update to the Board for approval. The district reading sufficiency plan shall include a plan for each site which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized as required in this section, and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

2. Each school site shall establish a committee, composed of educators, which if possible shall include a certified reading specialist, to develop the required programs of reading instruction. A parent or guardian of the student shall be included in the development of the program of reading instruction for that student.

3. The State Board of Education shall adopt rules for the implementation and evaluation of the provisions of the Reading Sufficiency Act. The evaluation shall include, but not be limited to, an analysis of the data required in subsection S of this section.

G. For any third-grade student found not to be reading at grade level as determined by reading assessments administered pursuant to this section, a new program of reading instruction, including provisions of the READ Initiative adopted by the school district as provided for in subsection O of this section, shall be developed and implemented as specified in this section. If possible, a fourth-grade teacher shall be involved in the development of the program of reading instruction. In addition to other requirements of the Reading Sufficiency Act, the plan may include specialized tutoring.

H. 1. Any student who demonstrates proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section shall not be subject to the retention guidelines found in this section. Upon demonstrating the proficiency through the screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that they have satisfied the

requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.

2. If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section, the district shall immediately begin a student reading portfolio as provided by subsection K of this section and shall provide notice to the parent of the deficiency pursuant to subsection I of this section.

3. a. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade, the student may qualify for automatic promotion to the fourth grade upon scoring at the "limited knowledge" level on the reading portion of the statewide third-grade criterion-referenced test.
- b. Prior to promotion, however, the district shall provide notice to the parent(s) and/or guardian(s) of the child that the child is not yet reading at grade level in reading and provide the parent(s) and/or guardian(s) of the child the option for retention should they so desire. The notice shall contain, at a minimum, the most recently identifiable grade level on which the student is actually proficient, the opportunities for summer reading programs, school and/or community based reading tutoring, vendors which provide reading tutoring and the rights to the continuing intensive remediation pursuant to this paragraph.
- c. A student so promoted shall be entitled to intensive remediation in reading until the student is able to demonstrate proficiency in reading at the grade level in which the student is enrolled. An intensive remediation plan shall be developed by a "Student Reading Proficiency Team" composed of:
  - (1) the parent(s) and/or guardian(s) of the student,
  - (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,

- (3) a teacher in reading who teaches in the subsequent grade level,
- (4) the school principal, and
- (5) a certified reading specialist, if one is available.

4. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments administered that meet the acquisition of reading skills criteria pursuant to subsection B of this section, has not accumulated evidence of third-grade proficiency through a student portfolio as provided in subsection K, or is not subject to a good cause exemption as provided in subsection K, then the student shall not be eligible for automatic promotion to fourth grade.

5. a. For the 2013-14 and 2014-15 school years, a student not qualified for automatic promotion under paragraph 4 of this subsection may be evaluated for "probationary promotion" by a "Student Reading Proficiency Team" composed of:

- (1) the parent(s) and/or guardian(s) of the student,
- (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,
- (3) a teacher in reading who teaches in the subsequent grade level,
- (4) the school principal, and
- (5) a certified reading specialist.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school district superintendent and the superintendent approves the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the

student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria pursuant to subsection B of this section, for the corresponding grade level in which the student is enrolled or transitions to the requirements set forth by the Achieving Classroom Excellence Act.

6. Beginning with the 2015-16 school year, students who score at the unsatisfactory level on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption as provided in subsection K of this section shall be retained in the third grade and provided intensive instructional services and supports as provided for in subsection N of this section.

7. Each school district shall annually report to the State Department of Education the number of students promoted to the fourth grade pursuant to paragraphs 1 and 3 of this subsection. Following the 2013-14 and 2014-15 school years, each school district shall report the number of students promoted to a subsequent grade pursuant to the provisions in paragraph 5 of this subsection. The State Department of Education shall publicly report the aggregate and district specific number of students promoted on their website and shall provide electronic copies of the report to the Governor, Secretary of Education, President Pro Tempore of the Senate, Speaker of the House of Representatives and to the respective chairs of the committees with responsibility for common education policy in each legislative chamber.

8. Nothing shall prevent a school district from applying the principles of paragraphs 4 and 5 of this subsection in grades kindergarten through second grade.

I. The parent of any student who is found to have a reading deficiency and is not reading at the appropriate grade level and has been provided a program of reading instruction as provided for in subsection B of this section shall be notified in writing of the following:

1. That the student has been identified as having a substantial deficiency in reading;

2. A description of the current services that are provided to the student;

3. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency;

4. That the student will not be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is otherwise promoted as provided for in subsection H of this section or is exempt for good cause as set forth in subsection K of this section;

5. Strategies for parents to use in helping their child succeed in reading proficiency;

6. That while the results of the statewide criterion-referenced tests administered pursuant to Section 1210.508 of this title are the initial determinant, it is not the sole determiner of promotion and that portfolio reviews and assessments are available; and

7. The specific criteria and policies of the school district for midyear promotion implemented as provided for in paragraph 4 of subsection N of this section.

J. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

K. For those students who do not meet the academic requirements for promotion and who are not otherwise promoted as provided for in subsection H of this section, a school district may promote the student for good cause only. Good-cause exemptions for promotion shall be limited to the following:

1. Limited-English-proficient students who have had less than two (2) years of instruction in an English language learner program;

2. Students with disabilities whose individualized education program (IEP), consistent with state law, indicates that the student is to be assessed with alternate achievement standards through the Oklahoma Alternate Assessment Program (OAAP);

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;



4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

5. Students with disabilities who participate in the statewide criterion-referenced tests and who have an individualized education program that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; ~~and~~

6. Students who have received intensive remediation in reading through a program of reading instruction for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade for a total of two (2) years; and

7. Students who have been granted an exemption for medical emergencies by the State Department of Education.

L. A student who is otherwise promoted as provided for in subsection H of this section or is promoted for good cause as provided for in subsection K of this section shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The school district shall assist schools and teachers to implement reading strategies for the promoted students that research has shown to be successful in improving reading among low-performing readers.

M. Requests to exempt students from the retention requirements based on one of the good-cause exemptions as described in subsection K of this section shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. In order to minimize paperwork requirements, the documentation shall consist only of the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;

2. The principal of the school shall review and discuss the documentation with the teacher and, if applicable, the other members of the team as described in subsection H of this section. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and

3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

N. Beginning with the 2011-2012 school year, each school district shall:

1. Conduct a review of the program of reading instruction for all students who score at the unsatisfactory level on the reading portion of the statewide criterion-referenced test administered pursuant to Section 1210.508 of this title and did not meet the criteria for one of the good-cause exemptions as set forth in subsection K of this section. The review shall address additional supports and services, as described in this subsection, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each retained student;

2. Provide to students who have been retained as set forth in subsection H of this section with intensive interventions in reading, intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research-based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:

- a. small group instruction,
- b. reduced teacher-student ratios,
- c. more frequent progress monitoring,
- d. tutoring or mentoring,
- e. transition classes containing third- and fourth-grade students,

- f. extended school day, week, or year, and
- g. summer reading academies as provided for in Section 1210.508E of this title, if available;

3. Provide written notification to the parent or guardian of any student who is to be retained as set forth in subsection H of this section that the student has not met the proficiency level required for promotion and was not otherwise promoted and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency;

4. Implement a policy for the midyear promotion of a retained student who can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that school districts may use in reevaluating any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the unsatisfactory level on the statewide third-grade criterion-referenced test and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school. A midyear promotion shall be made only upon agreement of the parent or guardian of the student and the school principal;

5. Provide students who are retained with a high-performing teacher who can address the needs of the student, based on student performance data and above-satisfactory performance appraisals; and

6. In addition to required reading enhancement and acceleration strategies, provide students who are retained with at least one of the following instructional options:

- a. supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school,
- b. a parent-guided "Read at Home" assistance plan, as developed by the State Department of Education, the purpose of which is to encourage regular parent-guided home reading, or

- c. a mentor or tutor with specialized reading training.

O. Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency. The READ Initiative shall:

1. Be provided to all kindergarten through third-grade students at risk of retention as identified by the assessments administered pursuant to the Reading Sufficiency Act. The assessment used shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;

2. Be provided during regular school hours in addition to the regular reading instruction; and

3. Provide a state-approved reading curriculum that, at a minimum, meets the following specifications:

- a. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
- b. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
- c. provides a scientific-research-based and reliable assessment,
- d. provides initial and ongoing analysis of the reading progress of each student,
- e. is implemented during regular school hours,
- f. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,

- g. establishes at each school, where applicable, an Intensive Acceleration Class for retained third-grade students who subsequently score at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one (1) school year. The Intensive Acceleration Class shall:
- (1) be provided to any student in the third grade who scores at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests and who was retained in the third grade the prior year because of scoring at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests,
  - (2) have a reduced teacher-student ratio,
  - (3) provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth-grade state standards in other core subject areas,
  - (4) use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
  - (5) provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
  - (6) include weekly progress monitoring measures to ensure progress is being made, and
  - (7) provide reports to the State Department of Education, in the manner described by the Department, outlining the progress of students in the class at the end of the first semester,

- h. provide reports to the State Board of Education, upon request, on the specific intensive reading interventions and supports implemented by the school district. The State Superintendent of Public Instruction shall annually prescribe the required components of the reports, and
- i. provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. A transitional setting shall specifically be designed to produce learning gains sufficient to meet fourth-grade performance standards while continuing to remediate the areas of reading deficiency.

P. In addition to the requirements set forth in this section, each school district board of education shall annually report to the parent or guardian of each student in the district the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The school district board of education shall report to the parent or guardian of each student the results on statewide criterion-referenced tests. The evaluation of the progress of each student shall be based upon classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting shall be provided to the parent or guardian in writing.

Q. 1. Each school district board of education shall annually publish on the school website, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- a. the provisions of this section relating to public school student progression and the policies and procedures of the school district on student retention and promotion,
- b. by grade, the number and percentage of all students in grades three through ten performing at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests,

- c. by grade, the number and percentage of all students retained in grades three through ten,
- d. information on the total number and percentage of students who were promoted for good cause, by each category of good cause as specified above, and
- e. any revisions to the policies of the school district on student retention and promotion from the prior year.

2. The State Department of Education shall establish a uniform format for school districts to report the information required in this subsection. The format shall be developed with input from school districts and shall be provided not later than ninety (90) days prior to the annual due date. The Department shall annually compile the information required along with state-level summary information, and report the information to the public, the Governor, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives.

R. The State Department of Education shall provide technical assistance as needed to aid school districts in administering the provision of the Reading Sufficiency Act.

S. On or before December 1 of each year, the State Department of Education shall issue to the Governor and members of the Senate and House of Representatives Education Committees a Reading Report Card for the state and each school district and elementary site which shall include, but is not limited to, trend data detailing three (3) years of data, disaggregated by student subgroups to include economically disadvantaged, major racial or ethnic groups, students with disabilities, and English language learners, as appropriate for the following:

1. The number and percentage of students in kindergarten through third grade determined to be at risk for reading difficulties compared to the total number of students enrolled in each grade;

2. The number and percentage of students in kindergarten who continue to be at risk for reading difficulties as determined by the year-end measurement of reading progress;

3. The number and percentage of students in kindergarten through third grade who have successfully completed their program of reading instruction and are reading on grade level as determined by the results of approved reading assessments;

4. The number and percentage of students scoring at each performance level on the reading portion of the statewide third-grade criterion-referenced test;

5. The amount of funds for reading remediation received by each district;

6. An evaluation and narrative interpretation of the report data analyzing the impact of the Reading Sufficiency Act on students' ability to read at grade level; and

7. Any recommendations for improvements or amendments to the Reading Sufficiency Act.

The State Department of Education may contract with an independent entity for the reporting and analysis requirements of this subsection.

T. Copies of the results of the assessments administered shall be made a part of the permanent record of each student.

SECTION 11. AMENDATORY Section 1, Chapter 318, O.S.L. 2012 (70 O.S. Supp. 2013, Section 1210.516), is amended to read as follows:

Section 1210.516 A. The State Board of Education shall establish the Oklahoma Bridge to Literacy Program. The purpose of the Program is to improve reading skills of children up through the fourth grade, as measured by mastery of the skills identified in the ~~Priority Academic Student Skills (PASS)~~ subject matter standards adopted by the State Board of Education, by training and assisting private entities, as defined in subsection C of this section, to offer reading instruction to children before school, after school, on Saturdays and during summer periods.

B. The State Department of Education shall issue a request for proposals on or before October 1, 2012, and each October 1 thereafter for which the Oklahoma Bridge to Literacy Program is funded, seeking applications for the Oklahoma Bridge to Literacy



Program. The Department shall review the applications for compliance with the established requirements.

C. Private entities eligible to submit applications for the Oklahoma Bridge to Literacy Program shall include the following:

1. Nonprofit organizations or programs which are exempt from taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code, 26 U.S.C., Section 501(c)(3);

2. Community-based programs, centers, organizations or services which maintain community participation or supervision in their planning, operation and evaluation; and

3. Churches or religious organizations, associations, or societies or nonprofit organizations or programs operated, supervised or controlled by or in conjunction with a religious organization, association or society.

D. The State Board of Education may approve applications that meet the requirements set forth in this subsection and as established by the Board. Approved applications shall establish reading programs for children up through the fourth grade. The reading programs may be offered before school, after school, on Saturdays or during summer periods. The reading programs shall offer reading instruction designed to enable the children to acquire the appropriate level reading skills and shall provide diagnostic assessments and measurement of reading skills to determine reading success. The reading program shall focus on the acquisition of reading skills including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension.

E. On or before December 1, 2012, and each December 1 thereafter for which the Oklahoma Bridge to Literacy Program is funded, the Department shall forward applications that the Department has determined meet the requirements of this section to the Board. On or before February 1, 2013, and each February 1 thereafter for which the Oklahoma Bridge to Literacy Program is funded, the Board shall award, through a competitive bid process, one or more grants to private entities to provide reading instruction programs through the Oklahoma Bridge to Literacy Program. To the extent possible, grants shall be awarded on a statewide basis. The grant funding shall be used to provide the

reading instruction program, provide employees and volunteers for the program and to purchase materials for the program.

F. In addition to the grant funding, the Department shall provide to the private entities awarded grants pursuant to this section the following:

1. Reading instruction training, academies or courses designed to train the private entity employees or volunteers in reading instruction and remediation strategies;

2. Resources and materials on reading instruction and remediation; and

3. Any other appropriate assistance.

G. The Board shall provide for independent evaluations of programs funded pursuant to this section.

H. Beginning June 30, 2013, and each year thereafter for which the Oklahoma Bridge to Literacy Program is funded, the Board shall prepare and submit a report to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate containing:

1. Descriptions of the reading programs approved and funded through the Oklahoma Bridge to Literacy Program;

2. Number and amount of grants awarded;

3. Number of children served through approved programs; and

4. Achievement data for children served through approved programs.

SECTION 12. AMENDATORY 75 O.S. 2011, Section 250.4, as amended by Section 1 of Enrolled Senate Bill No. 1694 of the 2nd Session of the 54th Oklahoma Legislature, is amended to read as follows:

Section 250.4 A. 1. Except as is otherwise specifically provided in this subsection, each agency is required to comply with Article I of the Administrative Procedures Act.

2. The Corporation Commission shall be required to comply with the provisions of Article I of the Administrative Procedures Act except for subsections A, B, C and E of Section 303 of this title and Section 306 of this title. To the extent of any conflict or inconsistency with Article I of the Administrative Procedures Act, pursuant to Section 35 of Article IX of the Oklahoma Constitution, it is expressly declared that Article I of the Administrative Procedures Act is an amendment to and alteration of Sections 18 through 34 of Article IX of the Oklahoma Constitution.

3. The Oklahoma Military Department shall be exempt from the provisions of Article I of the Administrative Procedures Act to the extent it exercises its responsibility for military affairs.

4. The Oklahoma Ordnance Works Authority, the Northeast Oklahoma Public Facilities Authority, the Oklahoma Office of Homeland Security and the Board of Trustees of the Oklahoma College Savings Plan shall be exempt from Article I of the Administrative Procedures Act.

5. The Transportation Commission and the Department of Transportation shall be exempt from Article I of the Administrative Procedures Act to the extent they exercise their authority in adopting standard specifications, special provisions, plans, design standards, testing procedures, federally imposed requirements and generally recognized standards, project planning and programming, and the operation and control of the State Highway System.

6. The Oklahoma State Regents for Higher Education shall be exempt from Article I of the Administrative Procedures Act with respect to:

- a. prescribing standards of higher education,
- b. prescribing functions and courses of study in each institution to conform to the standards,
- c. granting of degrees and other forms of academic recognition for completion of the prescribed courses,
- d. allocation of state-appropriated funds, and
- e. fees within the limits prescribed by the Legislature.

7. Institutional governing boards within The Oklahoma State System of Higher Education shall be exempt from Article I of the Administrative Procedures Act.

8. a. The Commissioner of Public Safety shall be exempt from Sections 303.1, 304, 307.1, 308 and 308.1 of this title insofar as it is necessary to promulgate rules pursuant to the Oklahoma Motor Carrier Safety and Hazardous Materials Transportation Act, to maintain a current incorporation of federal motor carrier safety and hazardous material regulations, or pursuant to Chapter 6 of Title 47 of the Oklahoma Statutes, to maintain a current incorporation of federal commercial driver license regulations, for which the Commissioner has no discretion when the state is mandated to promulgate rules identical to federal rules and regulations.
- b. Such rules may be adopted by the Commissioner and shall be deemed promulgated twenty (20) days after notice of adoption is published in "The Oklahoma Register". Such publication need not set forth the full text of the rule but may incorporate the federal rules and regulations by reference.
- c. Such copies of promulgated rules shall be filed with the Secretary as required by Section 251 of this title.
- d. For any rules for which the Commissioner has discretion to allow variances, tolerances or modifications from the federal rules and regulations, the Commissioner shall fully comply with Article I of the Administrative Procedures Act.

9. The Council on Judicial Complaints shall be exempt from Section 306 of Article I of the Administrative Procedures Act, with respect to review of the validity or applicability of a rule by an action for declaratory judgment, or any other relief based upon the validity or applicability of a rule, in the district court or by an appellate court. A party aggrieved by the validity or applicability of a rule made by the Council on Judicial Complaints may petition the Court on the Judiciary to review the rules and issue opinions based upon them.

10. The Department of Corrections, State Board of Corrections, county sheriffs and managers of city jails shall be exempt from Article I of the Administrative Procedures Act with respect to:

- a. prescribing internal management procedures for the management of the state prisons, county jails and city jails and for the management, supervision and control of all incarcerated prisoners, and
- b. prescribing internal management procedures for the management of the probation and parole unit of the Department of Corrections and for the supervision of probationers and parolees.

11. The State Board of Education shall be exempt from Article I of the Administrative Procedures Act with respect to prescribing subject matter standards as provided for in Section 11-103.6a of Title 70 of the Oklahoma Statutes.

B. As specified, the following agencies or classes of agency activities are not required to comply with the provisions of Article II of the Administrative Procedures Act:

1. The Oklahoma Tax Commission;
2. The Commission for Human Services;
3. The Oklahoma Ordnance Works Authority;
4. The Corporation Commission;
5. The Pardon and Parole Board;
6. The Midwestern Oklahoma Development Authority;
7. The Grand River Dam Authority;
8. The Northeast Oklahoma Public Facilities Authority;
9. The Council on Judicial Complaints;
10. The Board of Trustees of the Oklahoma College Savings Plan;
11. The supervisory or administrative agency of any penal, mental, medical or eleemosynary institution, only with respect to

the institutional supervision, custody, control, care or treatment of inmates, prisoners or patients therein; provided, that the provisions of Article II shall apply to and govern all administrative actions of the Oklahoma Alcohol Prevention, Training, Treatment and Rehabilitation Authority;

12. The Board of Regents or employees of any university, college, or other institution of higher learning;

13. The Oklahoma Horse Racing Commission, its employees or agents only with respect to hearing and notice requirements on the following classes of violations which are an imminent peril to the public health, safety and welfare:

- a. any rule regarding the running of a race,
- b. any violation of medication laws and rules,
- c. any suspension or revocation of an occupation license by any racing jurisdiction recognized by the Commission,
- d. any assault or other destructive acts within Commission-licensed premises,
- e. any violation of prohibited devices, laws and rules, or
- f. any filing of false information;

14. The Commissioner of Public Safety only with respect to driver license hearings and hearings conducted pursuant to the provisions of Section 2-115 of Title 47 of the Oklahoma Statutes;

15. The Administrator of the Department of Securities only with respect to hearings conducted pursuant to provisions of the Oklahoma Take-over Disclosure Act of 1985;

16. Hearings conducted by a public agency pursuant to Section 962 of Title 47 of the Oklahoma Statutes;

17. The Oklahoma Military Department;

18. The University Hospitals Authority, including all hospitals or other institutions operated by the University Hospitals Authority;

19. The Oklahoma Health Care Authority Board and the Administrator of the Oklahoma Health Care Authority; and

20. The Oklahoma Office of Homeland Security.

SECTION 13. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the House of Representatives the 23rd day of May, 2014.

*Mike Jalic*

Presiding Officer of the House  
of Representatives

Passed the Senate the 23rd day of May, 2014.

*Anthony Sykes*

Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this 23<sup>rd</sup>

day of May, 20 14, at 9:00 o'clock P M.

By: Audrey Ledwell

Approved by the Governor of the State of Oklahoma this 5<sup>th</sup>

day of June, 20 14, at 3:20 o'clock P M.

*Mary Fallin*

Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this 5<sup>th</sup>

day of June, 20 14, at 4:15 o'clock P. M.

By: Ch. Benz