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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
STATE OF OKLAHOMA

**MEMORANDUM**

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

**FROM:** Janet Barresi

**DATE:** February 28, 2013

**SUBJECT:** Adoption of the Dynamic Learning Maps (DLM) Common Core Essential Elements (CCEEs)

As Oklahoma transitions to Common Core State Standards (CCSS) and the Partnership for Assessment of Readiness for College and Career (PARCC) consortium, the Oklahoma State Department of Education – Special Education Services (OSDE-SES) has to consider a similar transition for students with the most significant disabilities. The OSDE-SES must develop alternate assessments aligning with the Oklahoma Common Core State Standards.

When addressing the assessment needs of Oklahoma students with the most significant cognitive disabilities, the OSDE-SES had an opportunity to participate in one of two consortia. Upon researching each of the consortia, the OSDE-SES selected Dynamic Learning Maps (DLM). DLM has developed the Common Core Essential Elements (CCEE) which are specific statements of the content and skills that are linked to the Common Core State Standards for students with significant cognitive disabilities.

The Oklahoma Alternate Assessment Program (OAAP) is beginning the transition to the DLM CCEE in the content areas of English language arts and mathematics. These assessments, through the CCEE, align to the CCSS adopted in the spring of 2010 by the Oklahoma State Board of Education.

The DLM assessments will better measure the knowledge and skills of students with severe cognitive disabilities. The DLM assessments will replace the current OAAP Portfolio in the areas of mathematics and English language arts and our current Curriculum Access Resource Guide-Alternate (CARG-A). The DLM assessments will be ready for full implementation in the 2015-2016 school year with field testing occurring during the 2014-15 school year.

The content areas of Science and History will continue to be assessed through the OAAP. At this time, DLM has not developed assessments in those areas.

Therefore, the OSDE-SES is requesting approval from the State Board for the adoption of the Dynamic Learning Maps (DLM) Common Core Essential Elements (CCEE) in mathematics and English language arts.

JB/ra  
attachments

High School Mathematics Standards: Functions - Linear, Quadratic, and Exponential Models

CCSS Grade-Level Clusters	Common Core Essential Elements	Instructional Achievement Level Descriptor
<p>Construct and compare linear, quadratic, and exponential models and solve problems.</p> <p><b>F-LE.1.</b> Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ul style="list-style-type: none"> <li>▪ Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</li> <li>▪ Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</li> <li>▪ Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to</li> </ul>	<p><b>EEF-LE.1.</b> Model a simple linear function such as <math>y=mx</math> to show functions grow by equal factors over equal intervals.</p>	<p><b>Level IV AA Students will:</b>  <b>EEF-LE.1.</b> Plot points using pictures in first quadrant on a graph using whole numbers and explain how <math>y</math> increases/decreases as <math>x</math> changes.                      Ex. If you go to the store where every item is one dollar, students should state <math>y = x</math> (the number of items I buy will tell me the cost). Students will then plot this on the graph.                      Ex. If I get two apples for every orange I buy, students should state that <math>y = 2x</math>, or for every orange I buy (<math>x</math>), I will get two apples (<math>y</math>), therefore <math>x</math> times two tells me the number of apples each time. Students should then plot this on the graph.</p> <p><b>Level III AA Student will:</b>  <b>EEF-LE.1.</b> Model a simple linear function such as <math>y = mx</math> to show functions grow by equal factors over equal intervals.                      Ex. Determine a simple relationship of <math>y</math> to <math>x</math> by looking at the first quadrant of a graph.                      Ex. Identify the cost per item on a simple graph where every item in the store cost the same amount and state the relationship between <math>x</math> and <math>y</math>.                      Ex. Look at a graph that shows a constant ratio of boys to girls and state the relationship between <math>x</math> and <math>y</math>.</p> <p><b>Level II AA Students will:</b>  <b>EEF-LE.1.</b> Identify a specific data point in the first quadrant and explain the meaning behind it.                      Ex. Given data points in the first quadrant, identify the named point and state the two pieces of information that one dot provides.                      Ex. When given a simple graph that shows the total cost of items purchased at a store where every item is \$1, tell the cost of four items, the</p>

CCSS Grade-Level Clusters	Common Core Essential Elements	Instructional Achievement Level Descriptor
<p><b>Represent and interpret data.</b></p> <p><b>3.MD.3.</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p><b>EE3.MD.3.</b> Use picture or bar graph data to answer questions about data.</p>	<p><b>Level I AA Students will:</b>  <b>EE3.MD.2.</b> Determine if an object is a solid and a liquid.  Ex. Place objects from the room into the appropriate measurement category (solid or liquid).  Ex. Given a rock and a glass of water, identify which is solid.</p>
<p><b>Level IV AA Students will:</b>  <b>EE3.MD.3.</b> Interpret data to answer questions.  Ex. Identify how they know there were no rainy days that week based on the chart.  Ex. State two facts about the data on a graph.</p> <p><b>Level III AA Students will:</b>  <b>EE3.MD.3.</b> Use picture or bar graph data to answer questions about data.  Ex. Identify from a picture or bar graph how many students in the class were identified as wearing blue shirts.  Ex. State how many days were sunny as charted on a weather chart.</p> <p><b>Level II AA Students will:</b>  <b>EE3.MD.3.</b> Organize data.  Ex. Take data collected from the lunch choices and place data into appropriate categories.  Ex. Place data on a chart to represent the data collected.</p> <p><b>Level I AA Students will:</b>  <b>EE3.MD.3.</b> Collect data.  Ex. Using two posters, one for the students with brown hair, and one for the students with "yellow" hair, place their picture on the poster board that indicates what color hair they have.</p>	<p><b>EE3.MD.3.</b> Use picture or bar graph data to answer questions about data.  Ex. Identify how they know there were no rainy days that week based on the chart.  Ex. State two facts about the data on a graph.</p> <p><b>Level III AA Students will:</b>  <b>EE3.MD.3.</b> Use picture or bar graph data to answer questions about data.  Ex. Identify from a picture or bar graph how many students in the class were identified as wearing blue shirts.  Ex. State how many days were sunny as charted on a weather chart.</p> <p><b>Level II AA Students will:</b>  <b>EE3.MD.3.</b> Organize data.  Ex. Take data collected from the lunch choices and place data into appropriate categories.  Ex. Place data on a chart to represent the data collected.</p> <p><b>Level I AA Students will:</b>  <b>EE3.MD.3.</b> Collect data.  Ex. Using two posters, one for the students with brown hair, and one for the students with "yellow" hair, place their picture on the poster board that indicates what color hair they have.</p>	<p><b>Level IV AA Students will:</b>  <b>EE3.MD.3.</b> Interpret data to answer questions.  Ex. Identify how they know there were no rainy days that week based on the chart.  Ex. State two facts about the data on a graph.</p> <p><b>Level III AA Students will:</b>  <b>EE3.MD.3.</b> Use picture or bar graph data to answer questions about data.  Ex. Identify from a picture or bar graph how many students in the class were identified as wearing blue shirts.  Ex. State how many days were sunny as charted on a weather chart.</p> <p><b>Level II AA Students will:</b>  <b>EE3.MD.3.</b> Organize data.  Ex. Take data collected from the lunch choices and place data into appropriate categories.  Ex. Place data on a chart to represent the data collected.</p> <p><b>Level I AA Students will:</b>  <b>EE3.MD.3.</b> Collect data.  Ex. Using two posters, one for the students with brown hair, and one for the students with "yellow" hair, place their picture on the poster board that indicates what color hair they have.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p><b>RL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>EERL.3.2.</b> Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERL.3.2.</b> Recount stories, including fables, folktales, and myths from diverse cultures including key details from the text.  Ex. After repeated shared reading of a folktale (<i>The Day it Rained Tortillas</i>), give a recount of the tale including key details in own words.  Ex. After repeated shared reading from the collection <i>African Myths and Folktales</i>, recount one or more of the myths or folktales including key details in own words.</p> <p><b>Level III AA Students will:</b>  <b>EERL.3.2.</b> Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.  Ex. After repeated shared reading of a folktale (<i>The Day it Rained Tortillas</i>), retell it including details.  Ex. After repeated shared reading from the collection <i>African Myths and Folktales</i>, retell one or more of the myths or folktales including details.  Ex. After repeatedly listening to and shared reading of fairy and folktales, use technology to answer questions about them.</p> <p><b>Level II AA Students will:</b>  <b>EERL.3.2.</b> Retell parts of stories, including fables, folktales, and myths from diverse cultures including details from the text.  Ex. After repeated shared reading of a fable (e.g., <i>The Tortoise and the Hare</i>), retell any part of the story including a detail (e.g., The hare was brown.).  Ex. While looking through the pages of a familiar folktale, tell about two or more pages of the book.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p><b>RI.11-12.2.</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>EERI.11-12.2.</b> Provide a summary of an informational text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of an informational text for a specified purpose.  Ex. Summarize a newspaper article to use in answering discussion questions about a current event.  Ex. Summarize the steps in a laboratory procedure to use in showing how a hypothesis provided by the teacher was tested.  Ex. Summarize informational texts to use in classifying them as appropriate and inappropriate sources of information.</p> <p><b>Level III AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of an informational text.  Ex. Summarize a newspaper article on a current event.  Ex. Summarize what they did in a laboratory procedure.  Ex. Summarize key events from a historical text.</p> <p><b>Level II AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of a portion of a text.  Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.).  Ex. While reading an informational text, summarize what happened (e.g., The teacher stops after reading an important section and asks the student to summarize what happened.).</p> <p><b>Level I AA Students will:</b>  <b>EERI.11-12.2.</b> Identify forms of media.  Ex. Name the types of media (e.g., "Which one is a newspaper?").  Ex. Describe the type of information presented in media.</p>

**Grade 3 Mathematics****Standard Measured**      **Patterns and Algebraic Reasoning**      **3.1****Task Specification**      The student will describe the classification system used to categorize two groups of items.**Objective: Classification**      **(3.1)**

<b>4 points</b>	Create and extend patterns in 3 out of 4 trials.
<b>3 points</b>	Describe the classification system used to categorize two groups of items in 3 out of 4 trials.
<b>2 points</b>	Categorize two groups of items into a classification system in 3 out of 4 trials.
<b>1 point</b>	Sort objects by number, size, and other properties in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 3 Mathematics****Standard Measured**      **Number Sense and Operation**      **3.2****Task Specification**      The student will compare and order quantities of objects to 10.**Objective: Portions**      **(3.2)**


<b>4 points</b>	Add and subtract quantities to 10 in 3 out of 4 trials.
<b>3 points</b>	Compare and order quantities of objects to 10 in 3 out of 4 trials.
<b>2 points</b>	Indicate the greater of two collections of items in 3 out of 4 trials.
<b>1 point</b>	Use a number in response to a request for descriptive information in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Reading**


**Standard Measured**                      **Comprehension/Critical Literacy**                      **8.3**

**Task Specification**                      Answer basic comprehension questions about a text.


**Objective: Characters** **(8.3.1)**

	<b>4 points</b>	Identify and answer questions about 2 major and 2 minor characters in 3 out of 4 trials.
	<b>3 points</b>	Identify and answer questions about 2 major characters and 1 minor character in 3 out of 4 trials.
	<b>2 points</b>	Answer questions about a major and a minor character in 3 out of 4 trials.
	<b>1 point</b>	Identify a major character and answer a question about him/her in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Plot events** **(8.3.2)**

	<b>4 points</b>	Summarize at least 3 main events of a narrative in 3 out of 4 trials.
	<b>3 points</b>	Summarize at least 2 main events of a narrative in 3 out of 4 trials.
	<b>2 points</b>	Place 3 given plot events in the order they happened in 3 out of 4 trials.
	<b>1 point</b>	Identify a single plot event in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Author's message** **(8.3.3)**

	<b>4 points</b>	Explain a message that the author conveys in the passage in 3 out of 4 trials.
	<b>3 points</b>	Given choices, select two important messages of the passage in 3 out of 4 trials.
	<b>2 points</b>	Given choices, select one important message of the passage in 3 out of 4 trials.
	<b>1 point</b>	Identify one message that relates to the passage in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (8.3.1, 8.3.2, 8.3.3)** **12**



**EOI Algebra I****Standard Measured**      **Number Sense and Algebraic Operations**      **A.1****Task Specification**      The student will identify dependent and independent variables.**Objective: Dependent and independent variables**      **(A.1)**

<b>4 points</b>	Identify the difference between the dependent and the independent variable in a problem in 3 out of 4 trials.
<b>3 points</b>	Identify dependent and independent variables in 3 out of 4 trials.
<b>2 points</b>	Identify two variables in a given word problem in 3 out of 4 trials.
<b>1 point</b>	Identify a variable in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI Algebra I****Standard Measured**      **Number Sense and Algebraic Operations**      **A.1****Task Specification**      The student will use numbers to describe the relationship in a set of data.**Objective: Relationships in data**      **(A.1)**

<b>4 points</b>	Use a formula to solve a problem in 3 out of 4 trials.
<b>3 points</b>	Use numbers to describe the relationship in a set of data in 3 out of 4 trials.
<b>2 points</b>	Identify relationships in a set of data in 3 out of 4 trials.
<b>1 point</b>	Identify a set of data in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI English II Reading****Standard Measured****Vocabulary****English II.1****Task Specification**

Identify figurative language.

**Objective: Figurative language****(Eng II.1)****4 points**

Use context to determine meaning of figurative language in a story in 3 out of 4 trials.

**3 points**

Identify metaphors in 3 out of 4 trials.

**2 points**

Explain pictures or situations that illustrate simple similes in 3 out of 4 trials.

**1 point**

Identify similes in 3 out of 4 trials.

**Total points possible****4****EOI English II Reading****Standard Measured****Comprehension/Critical Literacy****English II.3****Task Specification**

Justify answers to basic comprehension questions about the cause/effect, main idea, characters, and events using text or pictures to support comprehension.

**Objective: Justify answers****(Eng II.3)****4 points**

Make Inferences about main ideas, events, and characters within a text or passage in 3 out of 4 trials.

**3 points**

Answer four basic comprehension questions about cause/effect, main idea, characters, and events in 3 out of 4 trials.

**2 points**

Answer three basic comprehension questions about cause/effect, main idea, characters, and events in 3 out of 4 trials.

**1 point**

Answer two basic comprehension questions in 3 out of 4 trials.

**Total points possible****4**