

# WELCOME TO CENTRAL

**Data and Curriculum Overview**  
**September 17, 2019**

# CENTRAL'S MOTTO AND MISSION STATEMENT:

Mission Statement:

“Central Elementary’s overall goal is to create powerful, caring, and compassionate life-long learners. Our students will change the world!”

Motto:

“Work Hard, Have Fun, Be Kind, Everyday”

# WHAT DO WE USE AT CENTRAL TO TEACH ON A DAILY BASIS?

## Curriculum at Central:

- Reading - McGraw Hill Wonders
- Math - HMH Math
- Writing - Universal Handwriting curriculum
- Science - Scot Foresman
- Social Studies - Harcourt States and Regions
- Computer Programs - More Starfall, Moby Max, Raz Kids, Pebble Go, Flocabulary, Typing.com

# OKLAHOMA ACADEMIC STANDARDS PRE-K THROUGH 4TH

- Can be found at:
  - [www.sde.ok.gov](http://www.sde.ok.gov)
    - Hover over “Services”
    - Click on “Academic Standards”
    - Click on the OAS link in blue. You can also click to the right to go to the homepage for each department
- Upon request we can print a copy of the standards for families at Central.
- There are multiple resources imbedded within these standard guides as well.

# WHAT DO THE STANDARDS LOOK LIKE?

The standards for ELA and Math will look different in appearance, but the idea is the same. Below is an example of what the ELA standards look like when you go to the website:

**1: Speaking and Listening** - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

## Reading

Students will develop and apply effective communication skills through speaking and active listening.

	Pre-Kindergarten	Kindergarten	1st Grade
<b>PK.1.R.1</b> Students will actively listen and speak using agreed-upon rules with guidance and support.	<b>K.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.	<b>1.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion.	
<b>PK.1.R.2</b> Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.	<b>K.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.	<b>1.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	
<b>PK.1.R.3</b> Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	<b>K.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	<b>1.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	
<b>PK.1.R.4</b> Students will follow simple oral directions.	<b>K.1.R.4</b> Students will follow one and two step directions.	<b>1.1.R.4</b> Students will restate and follow simple two-step directions.	

# WHAT DO THE STANDARDS LOOK LIKE?



## Oklahoma Academic Standards for Mathematics Kindergarten (K)

### Algebraic Reasoning & Algebra (A)

**K.A.1** Duplicate patterns in a variety of contexts.

**K.A.1.1** Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.

**K.A.1.2** Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.

# PARENT POINTERS AND HELP WITHIN THE STANDARDS

In each of the standards booklets (ELA and Math), parents can find many resources to help them learn along with their child. Here are some helpful items:

- ELA Glossary - Page 73 of ELA Standards
- The 44 Phonemes - Page 87 of ELA Standards
- Genre Guidance - Page 89 of ELA Standards
- Grammar Companion - Page 92 of ELA Standards
- Mathematical Glossary Terms and Tables - Appendix A.1 of the Math Standards

# WHAT IS OSTP AND WHO DOES IT AFFECT?

- OSTP stands for Oklahoma State Testing Program. These are the end of year tests (starting in April) that students in 3rd grade and above take.
- The information on the following slides will be information that pertains to only 3rd and 4th grade at Central.
- The information is good for all families of any grade because at some point your child will take these tests.
- Educating yourself now will be beneficial.



# STATE TESTING (3RD AND 4TH GRADE ONLY) OSTP BLUEPRINTS - ENGLISH LANGUAGE ARTS

## TEST BLUEPRINT ENGLISH LANGUAGE ARTS GRADE 3

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE  
OF ITEMS

STANDARDS

38–42%

### STANDARD 2: READING AND WRITING PROCESS\*\*

Students will use a variety of recursive reading and writing processes.

12–18%

### STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

22–26%

### STANDARD 4: VOCABULARY\*\*

Students will expand their working vocabularies to effectively communicate and understand texts.

12–18%

### STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

12–18%

### STANDARD 6: RESEARCH

Students will engage in inquiry to acquire, refine, and share knowledge.

\*\*Reading Comprehension and Vocabulary standards applied to determine RSA Status

100%

TOTAL: 50 ITEMS

# STATE TESTING (3RD AND 4TH GRADE ONLY) OSTP BLUEPRINTS - ENGLISH LANGUAGE ARTS

## TEST BLUEPRINT ENGLISH LANGUAGE ARTS GRADE 4

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE  
OF ITEMS

STANDARDS

30–34%

### STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

18–22%

### STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

22–26%

### STANDARD 4: VOCABULARY

Students will expand their working vocabularies to effectively communicate and understand texts.

12–18%

### STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

12–18%

### STANDARD 6: RESEARCH

Students will engage in inquiry to acquire, refine, and share knowledge.

100%

TOTAL: 50 ITEMS

# OSTP BLUEPRINT - MATHEMATICS

## TEST BLUEPRINT MATHEMATICS GRADE 3

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by strand and standard of the Oklahoma Academic Standards (OAS).

IDEAL % OF ITEMS	STRANDS AND STANDARDS
44–48%	<b>NUMBER AND OPERATIONS</b> 3.N.1 Number Sense 3.N.2 Number Operations 3.N.3 Fractions 3.N.4 Money
12–18%	<b>ALGEBRAIC REASONING AND ALGEBRA</b> 3.A.1 Numerical and Geometric Patterns 3.A.2 Equations
26–30%	<b>GEOMETRY AND MEASUREMENT</b> 3.GM.1 Describe and Create Shapes 3.GM.3 Time 3.GM.2 Measurement
12–18%	<b>DATA AND PROBABILITY</b> 3.D.1 Data Analysis
100%	<b>TOTAL: 50 ITEMS</b>

# OSTP BLUEPRINT - MATHEMATICS

## TEST BLUEPRINT MATHEMATICS GRADE 4

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by strand and standard of the Oklahoma Academic Standards (OAS).

IDEAL % OF ITEMS	STRANDS AND STANDARDS
42–46%	<b>NUMBER AND OPERATIONS</b> 4.N.1 Number Operations 4.N.2 Rational Numbers 4.N.3 Money
14–18%	<b>ALGEBRAIC REASONING AND ALGEBRA</b> 4.A.1 Numerical Patterns 4.A.2 Equations
26–30%	<b>GEOMETRY AND MEASUREMENT</b> 4.GM.1 Polygons and Polyhedra 4.GM.2 Measurement 4.GM.3 Time
12–18%	<b>DATA AND PROBABILITY</b> 4.D.1 Data Analysis
100%	<b>TOTAL: 50 ITEMS</b>

# DEPTH OF KNOWLEDGE - ELA

## Depth-of-Knowledge Assessed by Test Items

The Grade 4 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1–Recall	10-20%
Level 2–Skill/Concept	65-75%
Level 3–Strategic Thinking	5-15%

Depth of Knowledge (or DOK) refers to the depth of understanding required to answer or explain an assessment related item or classroom activity.

# DEPTH OF KNOWLEDGE - MATHEMATICS

## Depth-of-Knowledge Assessed by Test Items

The Grade 4 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall and Reproduction	25-35%
Level 2—Skills and Concepts	60-70%
Level 3—Strategic Thinking	5-15%

Depth of Knowledge (or DOK) refers to the depth of understanding required to answer or explain an assessment related item or classroom activity.

## State Testing - Performance Level Descriptors (PLD)

A statement of knowledge and skills a test taker must have to be classified at a particular performance level, such as: advanced, proficient, basic or below basic.

### Oklahoma School Testing Program: Grade 3 English Language Arts Performance Level Descriptors

#### Advanced

Students demonstrate superior performance on challenging subject matter.

In addition to demonstrating a broad and in-depth understanding and application of all skills at the **Proficient** level, students scoring at the **Advanced** level typically:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Consistently choose the best summary of the text and identify the main idea and key details.</li><li>• Compare and contrast details in literary and nonfiction/informational texts to describe genres.</li><li>• Frequently identify literary elements, literary devices, and author's purpose and frequently distinguish fact from opinion.</li><li>• Consistently infer whether a text is written in first or third person point of view.</li><li>• Consistently engage in a recursive writing process to create organized written works with a purpose that is clearly communicated for an appropriate audience.</li><li>• Skillfully use details that support the writing task.</li></ul> | <ul style="list-style-type: none"><li>• Skillfully use vocabulary knowledge and resources to analyze complex text through word parts, word relationships, and context clues.</li><li>• Consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing.</li><li>• Consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li><li>• Generate a question on a specific topic and consistently locate and use information, including graphic features, to understand the text.</li><li>• Determine the relevance and reliability of information.</li><li>• Clearly summarize and present information in an organized and cohesive way.</li></ul> |
|---|--|

# PLD - CONTINUED

## Proficient

Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level.

Students scoring at the **Proficient** level typically:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Choose the best summary of the text and identify the main idea and key details.</li><li>• Compare and contrast details to classify genres.</li><li>• Identify literary elements, literary devices, and author's purpose and distinguish fact from opinion.</li><li>• Infer whether a text is written in first or third person point of view.</li><li>• Engage in a recursive writing process to create organized written works.</li><li>• Create written works for specific purposes and audiences using details that support the writing task.</li></ul> | <ul style="list-style-type: none"><li>• Use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues.</li><li>• Use appropriate vocabulary to write clearly and effectively.</li><li>• Frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li><li>• Generate a question on a specific topic, and locate and use information, including graphic features, to understand the text.</li><li>• Summarize and present information in an organized way.</li></ul> |
|---|---|



# PLD - CONTINUED

## Basic

Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level.

Students scoring at the **Basic** level typically:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Inconsistently choose the best summary of the text and have difficulty identifying main ideas and key details.</li><li>• Compare and contrast but inconsistently classify genres.</li><li>• Inconsistently identify literary elements, literary devices, author's purpose, or points of view or inconsistently distinguish fact from opinion.</li><li>• Inconsistently engage in a recursive writing process to create written works that lack organization.</li><li>• Write for a specific purpose but seldom consider the audience.</li><li>• Inconsistently support their ideas with details.</li></ul> | <ul style="list-style-type: none"><li>• Inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships, or context clues.</li><li>• Inconsistently use appropriate vocabulary in written works.</li><li>• Inconsistently identify and apply appropriate use of grammar and mechanics.</li><li>• Generate a question on a topic but ineffectively locate and use information, or imprecisely use graphic features, to understand the text.</li><li>• Provide an incomplete summary and present information with lack of clarity.</li></ul> |
|--|---|

## Below Basic

Students have not performed at least at the **Basic** level.

# ITEMS SPECIFICATIONS - 3RD AND 4TH GRADE STATE TESTING

- Item specs will help families see what the test questions actually look like
- [www.sde.gov](http://www.sde.gov)
  - Hover over “Services”
    - Click on “Assessment”
    - Click on “Assessment Materials” in the middle of the page
    - Click on “Test and Items Specifications”
- From this page you can choose grade and subject. You will be able to sample questions, standards for the questions, as well as depth of knowledge on the question. These sample items will help families see what is expected on the assessments

# SAMPLE MATH QUESTION - 4TH GRADE

**14** Mrs. Hart gave one pencil to each of the 30 students in her class. When she was done, Mrs. Hart had 8 pencils left. If  $p$  represents the number of pencils she started with, which equation models this situation?

**A**  $p \div 30 = 8$

**B**  $p \cdot 30 = 8$

**C**  $p - 30 = 8$

**D**  $p + 30 = 8$

**Standard: 4.A.2.2** Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because it requires the student to translate from a verbal description into an equation with a variable.

**Distractor Rationale:**

- A. The student chose the wrong operation for the situation.
- B. The student chose the wrong operation for the situation.
- C. **Correct.** The student demonstrated an ability to represent real-world situations with an equation.
- D. The student chose the wrong operation for the situation.

# SAMPLE READING QUESTION - 3RD GRADE

**17** Read the sentence.

On Mondays, my dad eats at the market.

**What change, if any, should be made to eats in the sentence?**

- A** eat
- B** eaten
- C** eating
- D** no change

**Standard 5:** Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

**Depth-of-Knowledge:** 2

This item is a DOK 2 because the student must recall the rules regarding verb tense and apply them.

**Distractor Rationale**

- A. The verb “eat” is the present plural tense, not the required present tense singular form.
- B. The verb “eaten” is the present perfect tense, not the required present tense singular form.
- C. The verb “eating” is the present perfect continuous tense, not the required present tense singular form.
- D. **Correct.** In order to have correct subject and verb agreement, the present tense singular verb “eats” agrees with the singular subject “dad.”

# CENTRAL OSTP SCORES FOR 2019

	ELA State Average	Central ELA	Math State Average	Central Math	RSA State Average	Central RSA
3rd Grade	39	21	43	29	79	77
4th Grade	30	9	38	30	NA	NA

\*Numbers listed are percentage of students scoring Proficient or Advanced on OSTP Assessments

\*RSA refers to the percentage of 3rd grade students meeting criteria set by the Reading Sufficiency Act

Parent reports on these assessments can be found on the Parent Portal:

- [okparentportal.emetric.net/login](http://okparentportal.emetric.net/login)
- You will need your child's Student ID (STN) and their Date of Birth.
- Hard copy reports will go home during the October Parent Teacher Conferences as well.

# STATE REPORT CARD INFORMATION - 2019

- State report cards will be coming out soon and will be shared publicly.
- Central has been notified that we are a “Targeted” school because of the following area:
  - Black Chronic Absenteeism
- We will be focusing our resources towards helping this area of targeted intervention.
- More parent phone calls and frequent communication with chronically absent student families will be made in an effort to get those students to school more often.

# READING SUFFICIENCY ACT - RSA (GRADES K - 3RD)

## HELPING YOUR CHILD BECOME A SUCCESSFUL READER

### THE READING SUFFICIENCY ACT: A GUIDE FOR FAMILIES

The Oklahoma Reading Sufficiency Act—or RSA—helps ensure that by the end of third grade, each student has the opportunity to develop strong foundational reading skills needed to be successful in fourth grade and beyond.

Parents are a child's first teacher, and building literacy starts in the home even before children enter public school. Beginning in kindergarten, your child will be assessed to determine his or her reading skills. We want you to be familiar with RSA and the supports available to you and your child during the early grades, when reading development is critical to future academic success.

We hope the information in this guide is helpful to you. If you have questions about your child's reading ability, contact your child's teacher or school. For questions about RSA, please reach out to Melissa Ahlgrim at [Melissa.Ahlgrim@sde.ok.gov](mailto:Melissa.Ahlgrim@sde.ok.gov).

# RSA - CONTINUED

## WHAT IS A SUCCESSFUL READER?

The fundamental goal of reading is to comprehend, or understand, what has been read. Reading comprehension means a student must be able to:

- Identify the letters on the page
- Translate those letters into words
- Understand what each of those words mean
- Put the words together in a way that makes meaning
- Recall what was read in order to understand the message

Reading is a complex act that requires a number of skills working together.

## HOW DO I KNOW IF MY CHILD IS MAKING APPROPRIATE PROGRESS?

Under RSA, schools must assess every student on grade-level reading skills, beginning in kindergarten. If a student does not meet established benchmarks, the school must work with the parent to create a plan for helping the student in any area that needs attention. This is called an Academic Progress Plan (APP), and it provides the following information:

- Your child's specific area of need
- The instructional services and supports provided for your child
- Strategies you can use to help your child succeed
- Information and policies for promotion to fourth grade



# RSA - CONTINUED

Reading success requires support from many different people. The Oklahoma State Department of Education (OSDE) and your child's school have tools to help each student. However, a student has a greater chance of becoming a successful reader with the help of the family and as a result of his or her own hard work. Each person or group can work to improve a student's reading success in the following ways:

## STUDENT

- Be at school on time each day
- Be engaged in class
- Read at least 20 minutes every day
- Read and discuss books that are interesting to you
- Write about your day and what you are reading
- Ask questions in class
- Discuss what you are learning with your family

## FAMILY

- Make sure your child arrives to school on time each day
- Model reading at home by reading regularly
- Have children's books in your home
- Read with your child each night
- Talk to your child's teacher about strategies that support reading
- Weave reading activities into trips to restaurants, the grocery store, medical appointments, etc.

## SCHOOL

- Provide instruction on the Oklahoma Academic Standards with an evidence-based program
- Set aside sufficient time for literacy instruction
- Assess students' skills at the beginning, middle and end of each year
- Inform parents of any learning gaps and make a plan to address them
- Provide appropriate interventions for students who need additional support
- Monitor students' progress toward reading goals

## OSDE

- Provide regional literacy workshops, webinars and other materials on literacy for teachers and administrators
- Provide districts with guidance on evidence-based literacy programs, as well as appropriate interventions for students who need additional support
- Provide guidance to school on services and supports for effective reading instruction and strategies

# RSA - CONTINUED

## WHAT DOES THE READING SUFFICIENCY ACT (RSA) MEAN FOR MY THIRD-GRADE STUDENT?

By the end of third grade, students must have solid foundational reading skills to be successful in later grades. RSA provides multiple pathways for students to either be promoted by demonstrating those skills or, if they do not, for a teacher-family committee to create an Academic Progress Plan (APP) to promote the student with appropriate supports. If necessary, a student may need to be retained in third grade for additional instruction. The purpose of this section of RSA is to ensure that students are either ready to move forward with their learning or have a plan in place to help them be successful as they continue to work on these foundational skills.

# RSA - CONTINUED

## **3rd Grade RSA**

All 3rd Grade Students will Receive two Scores:

1. For RSA Criteria that Meets or Not Met the RSA Requirement in two areas:
  - a. Standard 2: Reading/Writing Processes
  - b. Standard 4: Vocabulary
  
1. Overall Performance in all 5 Standards with a Score of:
  - a. Below Basic
  - b. Basic
  - c. Proficient
  - d. Advanced

\*Students may Meet the RSA Criteria but score below proficient on their overall performance.

# RSA - CONTINUED

What Does RSA look like at Central and how may it affect my child:

- All students K - 3rd at Central will take computer based assessments 3 times a year.
- If at any time these assessments your child scores below grade level they will be placed on an RSA Plan.
- This plan is signed by the school and the family. It is called an APP (Academic Progress Plan).
- The student will receive intervention (additional small group instruction) to help them gain knowledge in areas they may be lacking.
- These RSA plans will continue as long as the student's scores indicate that they need additional support.
- Parent resources on State Department Website (look at examples)

# CENTRAL CONTACT INFORMATION

Principal: Dani Watson

- Email: [dani.watson@guthrieeps.net](mailto:dani.watson@guthrieeps.net)
- Phone: 405-282-0352

Remind Information for school updates:

- Text the message @centrales1
- To the number 81010
- This will give you text notifications

Facebook: Central Elementary

**You can find a copy of this slideshow on our website:** [www.guthrieeps.net](http://www.guthrieeps.net)

Click on Central under “Schools”