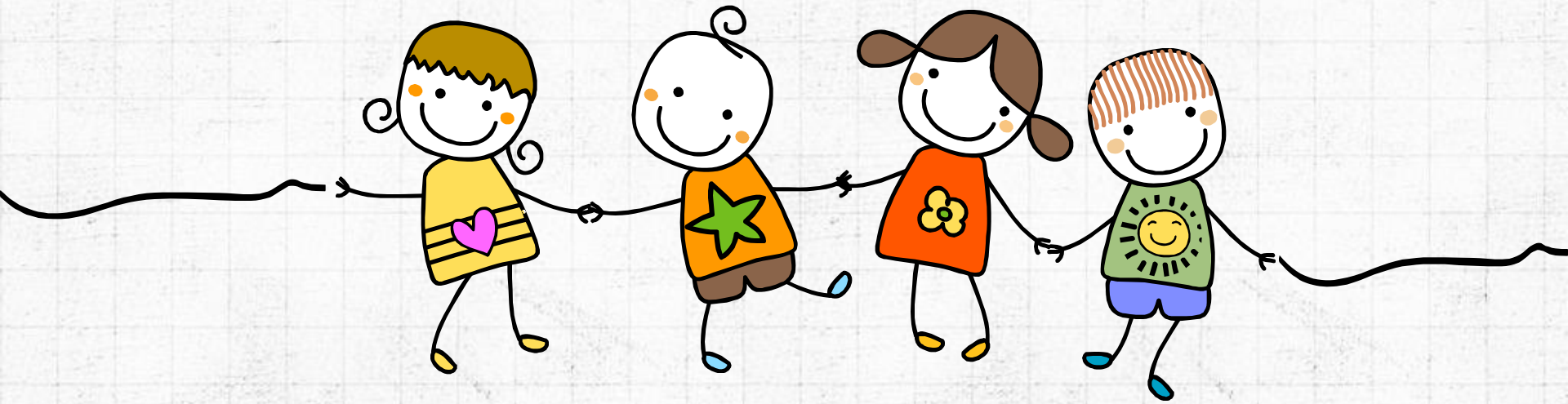


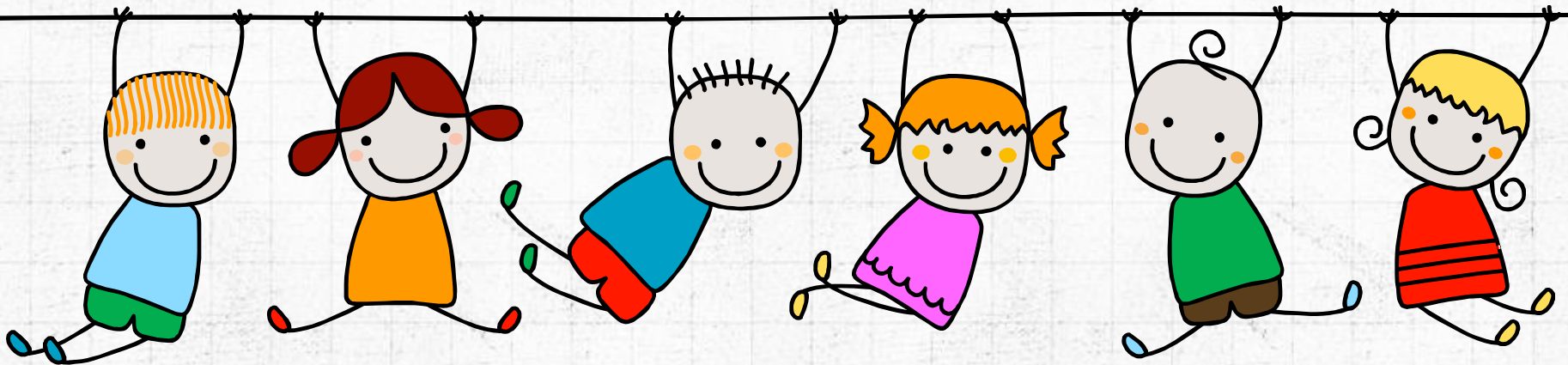
Welcome to Fogarty Elementary Curriculum Night!



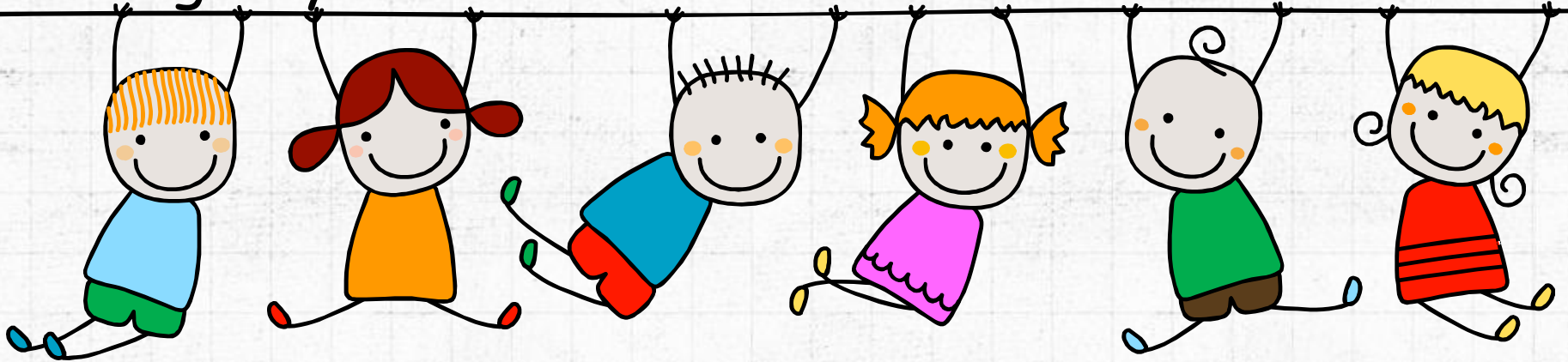
September 19, 2019

Fogarty's **MISSION STATEMENT**

We believe all students can be cooperative learners and workers. We are committed to every child, every day.



What do we do all day at Fogarty???



- We start with Morning Meetings in every classroom.
- We teach math, reading, writing, science, social studies, and social emotional skills.
- We provide opportunities for students to attend library, physical education and music each week.
- We make every effort to make all students feel welcome and important.

How do we decide what we teach?



Oklahoma Academic Standards

- Upon request we can print a copy of the standards for families at Fogarty.
- There are multiple resources imbedded within these standard guides as well.

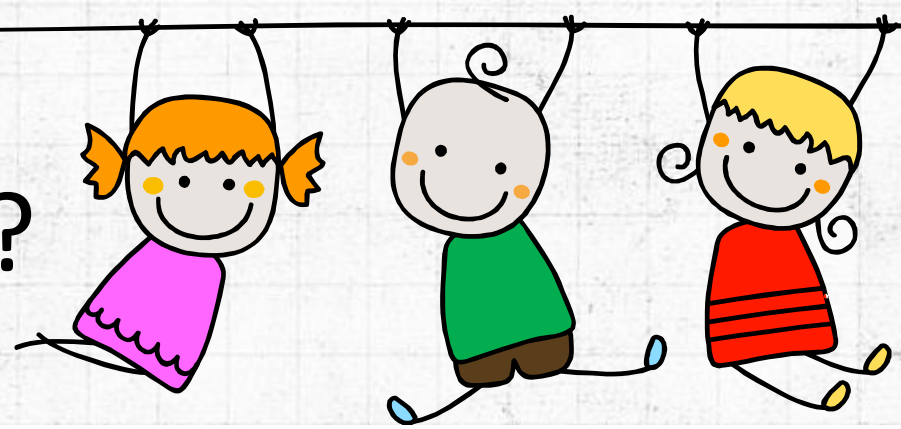
What do the Standards look like?

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

Want big impact?

Develop a Deep and Flexible Conceptual Understanding	Develop Accurate and Appropriate Procedural Fluency	Develop Strategies for Problem Solving	Develop Mathematical Reasoning	Develop a Productive Mathematical Disposition	Develop the Ability to Make Conjectures, Model, and Generalize	Develop the Ability to Communicate Mathematically
Number & Operations (N)						
2.N.1 Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.	2.N.1.1 Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words, pictures, tally marks, number lines and manipulatives.					
	2.N.1.2 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 100.					
	2.N.1.3 Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1,000 is 10 hundreds.					
	2.N.1.4 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.					
	2.N.1.5 Recognize when to round numbers to the nearest 10 and 100.					
	2.N.1.6 Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., $425 > 276$, $73 < 107$, page 351 comes after page 350, 753 is between 700 and 800).					
2.N.2 Add and subtract one- and two-	2.N.2.1 Use the relationship between addition and subtraction to generate basic facts up to 20.					

What do the Standards look like?



2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Pre-Kindergarten

PK.2.F.1 Students will read first name in print.

Kindergarten

K.2.F.1 Students will read first and last name in print.

K.2.F.2 Students will read common high frequency grade-level words by sight (*e.g., not, was, to, have, you, he, is, with, are*).

1st Grade

1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Fluency
Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

2nd Grade

2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

3rd Grade

3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.

3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

4th Grade

4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.

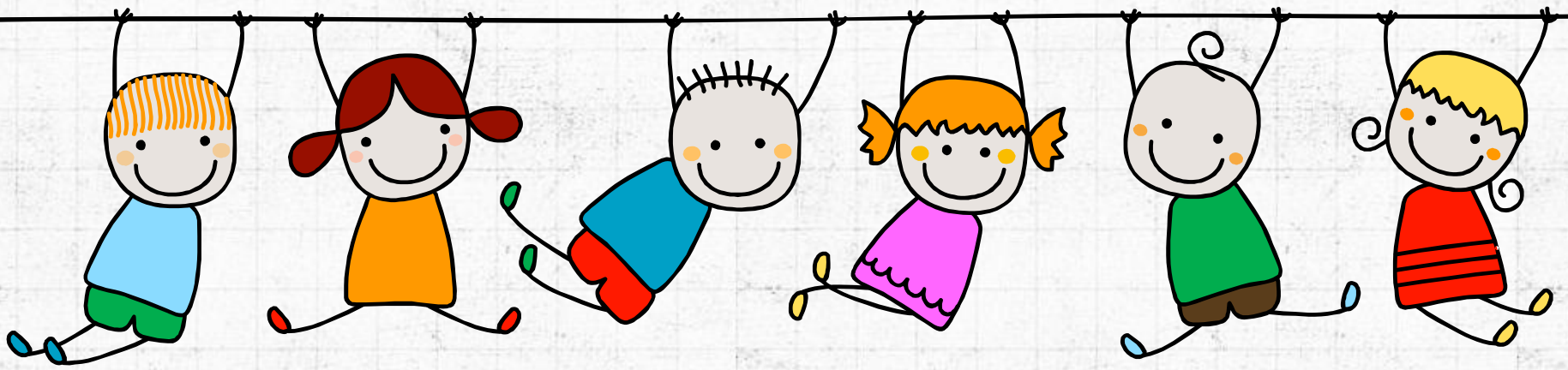
4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Fluency
Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

How do we teach the standards?

- Scientific researched based curriculum.
 - 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 (programs in bold print can be accessed from home.)**
Teachers will provide sign in information.



Reading Sufficiency Act - RSA (Grades K - 3rd)

Refer to handout:

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.

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

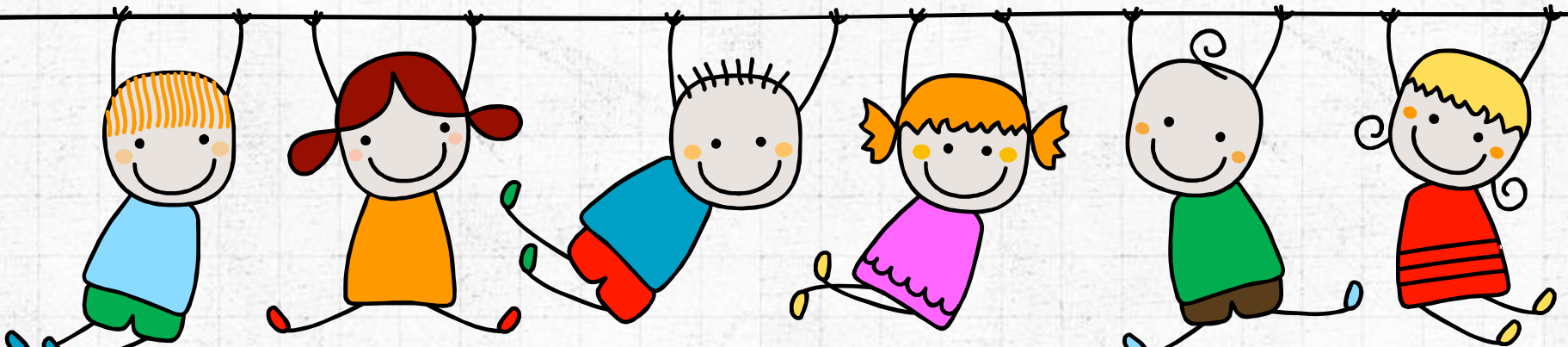
- Make sure your child arrives to school on time each day
- Model reading at home by reading regularly
- Have children's books in your home
- Read with your child each night
- Talk to your child's teacher about strategies that support reading
- Weave reading activities into trips to restaurants, the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

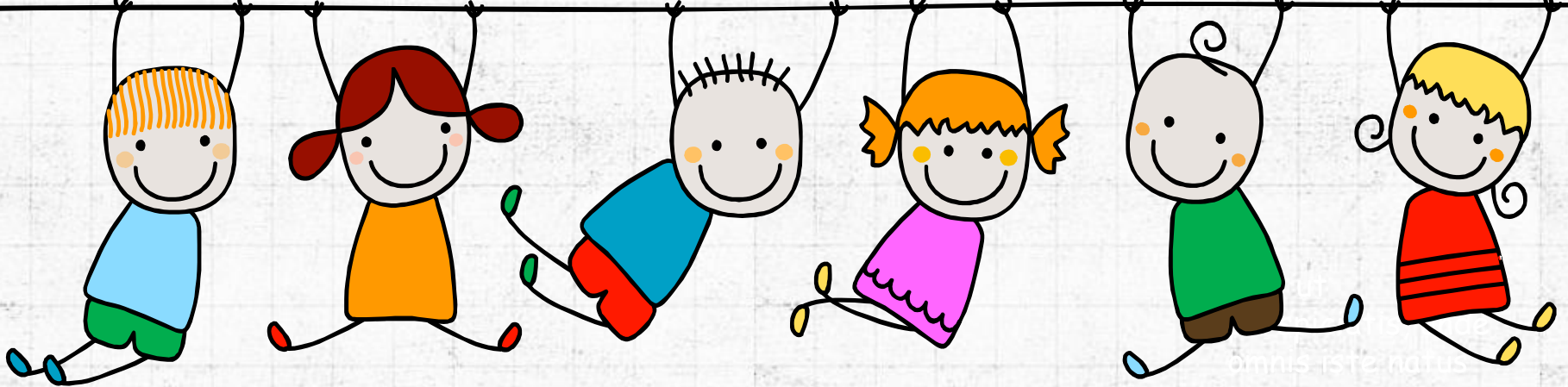
SCHOOL

- 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





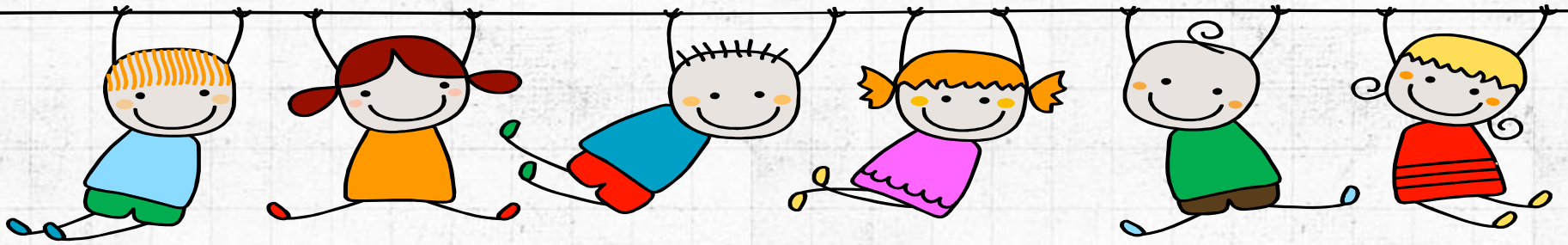
RSA - Continued

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

- All students K - 3rd at Fogarty will take computer based assessments 3 times a year.
- If at any time 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.

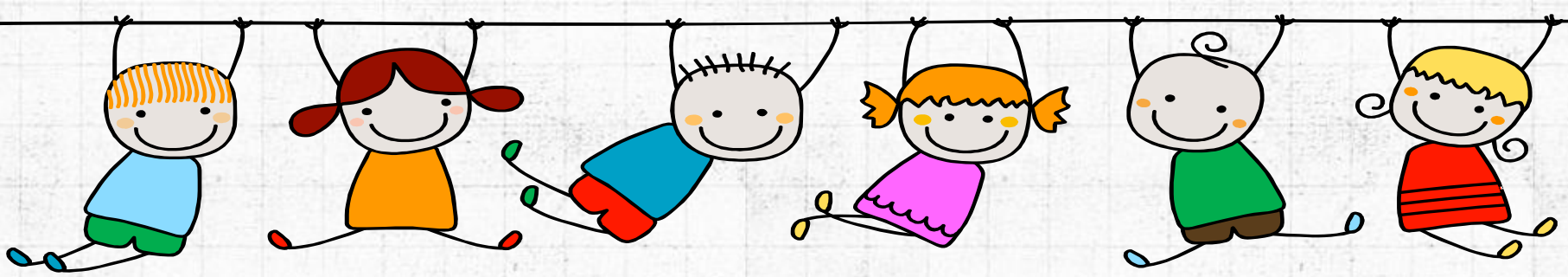
RSA Resources for Parents

<https://sde.ok.gov/parents-reading-sufficiency>



Oklahoma State Testing Program

OSTP



- The end of year tests (starting in April) that students in 3rd grade and above take.
- The Reading Comprehension and Vocabulary portion of the tests are RSA components and are used to determine the promotion of 3rd graders.
- 3rd and 4th graders will take OSTP test in the areas of Reading and Math.

OSTP Testing Blueprints

English Language Arts (ELA) (Refer to handout.)

OKLAHOMA SCHOOL TESTING PROGRAM

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.
100%	TOTAL: 50 ITEMS

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

OKLAHOMA SCHOOL TESTING PROGRAM

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 Testing Blueprints Math (Refer to handout)

OKLAHOMA SCHOOL TESTING PROGRAM 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%	NUMBER AND OPERATIONS 3.N.1 Number Sense 3.N.2 Number Operations 3.N.3 Fractions 3.N.4 Money
12–18%	ALGEBRAIC REASONING AND ALGEBRA 3.A.1 Numerical and Geometric Patterns 3.A.2 Equations
26–30%	GEOMETRY AND MEASUREMENT 3.GM.1 Describe and Create Shapes 3.GM.3 Time 3.GM.2 Measurement
12–18%	DATA AND PROBABILITY 3.D.1 Data Analysis

100%

TOTAL: 50 ITEMS

OKLAHOMA SCHOOL TESTING PROGRAM 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%	NUMBER AND OPERATIONS 4.N.1 Number Operations 4.N.2 Rational Numbers 4.N.3 Money
14–18%	ALGEBRAIC REASONING AND ALGEBRA 4.A.1 Numerical Patterns 4.A.2 Equations
26–30%	GEOMETRY AND MEASUREMENT 4.GM.1 Polygons and Polyhedra 4.GM.2 Measurement 4.GM.3 Time
12–18%	DATA AND PROBABILITY 4.D.1 Data Analysis

100%

TOTAL: 50 ITEMS

Depth of Knowledge

Depth-of-Knowledge Assessed by Test Items

The Grade 3 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	15-30%
Level 2—Skill/Concept	65-80%
Level 3—Strategic Thinking	5-10%

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%

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.

- Advanced**
- Proficient**
- Basic**
- Below Basic**

Refer to handout for the next slides.

Fogarty OSTP Scores for 2019

Grade	ELA 2018	2018 State Average	Number tested	2019 ELA	2019 State Average
3rd	16%	24%	67	45%	39%
4th	31%	36%	52	33%	30%

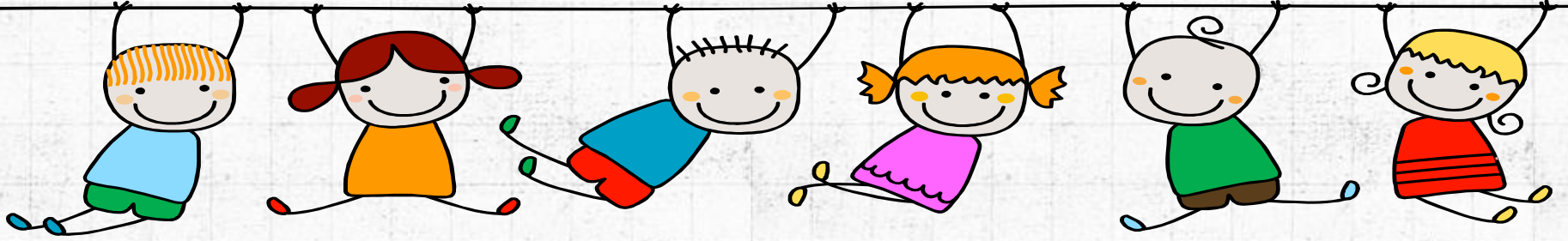
3rd Gr. 2018 RSA	2018 State Avg.	Number Tested	3rd Gr. 2019 RSA	State Avg.
67%	78%	67	80%	79%

Students must pass the Vocabulary and Reading Foundations portion of the OSTP to meet Reading Sufficiency Act (RSA) requirements.

Fogarty OSTP Scores for 2019

continued

Grade	2018 Math	2018 State Average	Number Tested	2019 Math	2019 State Average
3rd	25%	42%	67	32%	43%
4th	31%	37%	52	51%	38%



Important information that can be found in the standards.

- 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

Items Specifications:

<https://sde.ok.gov/assessment-material>

- Click on “Test and Item Specifications”
 - Choose ELA or Math
 - Choose Grade Level

- Oklahoma Academic Standards can be found at:
 - 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

Parent reports on student assessments can be found on Guthrie Public Schools website.

<https://www.guthrieeps.net/>

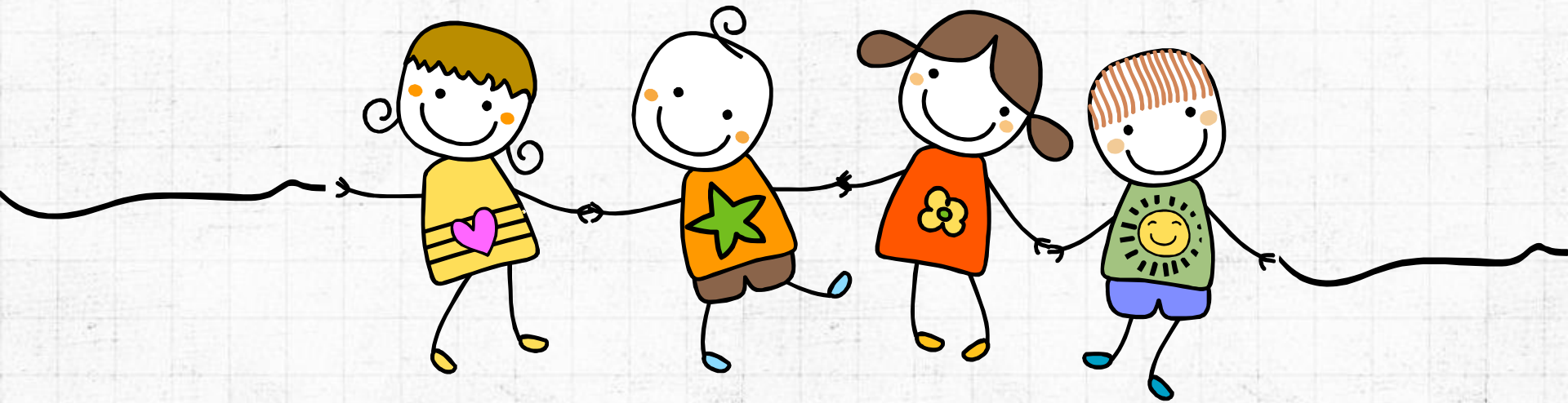
State Report Card Information - 2019

State report cards will be coming out soon and will be shared publicly.

- Fogarty does not currently have a “targeted” status.
- Chronic Absenteeism is tracked by the State Department of Education and can become a targeted status. This is why attendance is so important.

Thanks!

Any questions?



You can reach me @

marsha.todd@guthrieeps.net

405-282-5932