

# Curriculum *re*View

CIA Director - Dr. Joe Pierce

## Dear PC Colleagues

### ***Something to ponder... The Khan Academy and Its Revolutionary Potential***

*This intriguing 20-minute TED lecture by former Boston hedge-fund analyst Salman Khan is well worth watching in full: <http://www.youtube.com/watch?v=nTFEUsudhfs>. Khan describes how five years ago, he was doing long-distance tutoring of his cousins in New Orleans. He decided to put his videos on YouTube (they have step-by-step graphics with Khan's voice explaining), and found that his cousins preferred the YouTube versions to working with him in person or on the phone – they could pause, go back, repeat, jump ahead, all at their own pace. One thing that's annoying when you're learning, says Khan, is a teacher asking, "Do you understand?"*

*People began stumbling on Khan's YouTube explanations, he got lots of positive feedback, and he created more and more videos. Eventually he quit his job and started the Khan Academy website, which now has 2,200 free video lessons explaining a wide range of skills and content, from algebra to evolution to the French Revolution, each subject organized into a sequential "knowledge map" – <http://www.khanacademy.org>. So far, the lessons have been viewed by more than 43 million students of all ages around the world.*

*In the TED lecture, Khan describes the next step in his thinking: using the explanatory videos to change the way classrooms work. He says that in the traditional classroom, teachers present one-size-fits-all lectures, have students practice, assign homework, give tests, and move on. Because most students are at an 80 percent or lower level of proficiency, many aren't prepared to be successful at the next level. It's like teaching a child to ride a bicycle to the 80 percent level and then presenting a unicycle. This is why capable students start failing at the higher levels of mathematics and other subjects, says Khan – because the "Swiss-cheese" gaps in their knowledge accumulate over time and eventually make the subject frustrating and confusing.*

*So Khan and his colleagues have created quick assessments of each skill with instant feedback to the student, and have set the bar for mastery much higher: you have to get ten problems in a row correct to be ready to move on to the next level. This component has made it possible for teachers to start using the Khan videos in classrooms. Two schools in Los Altos, California have begun using the Khan videos for about half of content instruction. A lot of what was formerly conveyed in teacher lectures is now in a series of individual mini-lessons for students, tuned to their proficiency level, which frees up the teacher to cruise around the room providing just-in-time help and using data from frequent online assessments to target areas of confusion and misunderstanding. It also allows the other half of classroom time to be devoted to simulations, games, and real-world problems like estimating the height of a hill from its shadow.*

*In the Los Altos classrooms, some students charge ahead in the knowledge map in the opening days, which leads people to conclude that these students are "gifted." But what always happens in the next week or so, says Khan, is that students who got off to a slow start master the basics (getting ten in a row correct) and then pick up speed and charge ahead in the curriculum. Students who looked "slow" now look "gifted."*

*There's a lot of talk about student-teacher ratios among educators, says Khan, but the ratio he's more interested in is the amount of valuable human time each student is getting. This ratio is much better when students are doing a lot of their learning on computers. Paradoxically, he says, technology is humanizing classrooms, increasing human interaction by a factor or five or ten.*

*Bill Gates comes onstage at the end of the lecture and asks several questions, including this one: will this technology, and Khan's dogged work cranking out hundreds of well-crafted explanations – revolutionize American classrooms?*

*Summary of article from The Marshall Memo. [www.marshallmemo.com](http://www.marshallmemo.com) "Let's Use Video to Reinvent Education" by Salman Khan, TED Lecture, Mar. 9, 2011 <http://www.youtube.com/watch?v=nTFEUsudhfs>*

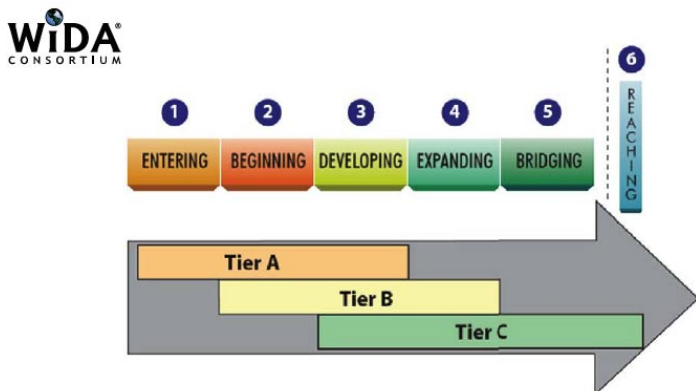
## WIDA AND ACCESS FOR ELLS AWARENESS

What does WIDA stand for? The purpose of this article is to give you an overview of the WIDA and the ACCESS for ELLs. Although WIDA has been in the district for six years, not everyone has made its acquaintance. WIDA stands for World-class Instructional Design and Assessment, and it is a company that is currently comprised of twenty -six states. WIDA’s mission, as a company, is to design the ACCESS for ELLs test and English language development standards.

ACCESS for ELLs is an acronym that stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a large-scale test of English language proficiency based on the WIDA English Language Proficiency Standards that form the core of the WIDA Consortium’s approach to instructing and assessing English language learners in grades K-12. The ACCESS for ELLs test is product of a collaborative effort by the multistate WIDA Consortium.

The ACCESS for ELLs test assesses students’ English language proficiency in five areas: Social and Instructional Language , which incorporates proficiencies needed to deal with the general language of the classroom and the school; the language of English Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies. It is a secure assessment given annually during a specific test window determined by each state. As such, ACCESS for ELLs is used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners.

Test forms are designed for English language learners in grades K-12. The test forms are divided into five grade-level clusters: Kindergarten, 1–2, 3–5, 6–8, and 9–12. For each grade level, there is a test in each of the four language domains: Listening, Speaking, Reading, and Writing. The Listening Test and the Reading Test consist of multiple-choice questions. The Writing Test and the Speaking Test are made up of performance tasks scored according to specific rubrics. The Listening, Reading, and Writing Tests can be group-administered and are centrally scored. The Speaking Test is an individually administered, adaptive test that is scored by the test administrator. The WIDA framework recognizes the continuum of language development within each domain with five proficiency levels assessed on ACCESS for ELLs. The five proficiency levels overlap on three tiers of test forms—designated A, B, and C—for each grade level as depicted in the chart below.



In order for an ELL student to be considered proficient or fluent, he or she must obtain an overall composite score of 5.0 and a literacy score of 4.5 on the ACCESS for ELLs test (on

Kindergarten, tiers B and C).

Why does it take so long for ESL teachers to administer the ACCESS for ELLs test?

Although we would like our ESL teachers to continue teaching until the OCCT and EOI tests are completed, we are obligated to pull them out of teaching to administer the ACCESS for ELLs test. The Kindergarten Part of the ACCESS for ELLs test takes about 45 minutes to administer, and must be administered individually. Since the test is divided by clusters and tiers, we cannot mix the tiers or clusters. Each tier must be administered separately. The Speaking Part is administered individually, and it can take up to 25 minutes to administer. The Listing, Reading, and Writing Parts can be group-administered within each cluster and tier, but they take 25, 35, and 75 minutes respectively to administer.

With that said, the ACCESS for ELLs test is time-consuming. It takes our ESL teachers many days to administer. For this reason, it takes the understanding and collaboration of regular classroom teachers and principals to complete the ACCESS for ELLs on time.

### Reference

Board of Regents of the University of Wisconsin System (2010). Form 202 test administration manual. Wisconsin: WIDA Consortium.

### Elementary Math - Paula Dyer

## What is the Teacher’s Role during Number Talks?

Teachers do not teach specific strategies to the children during Number Talks because it is important that the children think for themselves and use the mathematics they determine is most applicable to the problem at hand. The teacher’s job is to carefully select and present the types of problems that make the particular mathematics and number relationships evident to the students. Through focused, frequent and ongoing experiences, the children learn the mathematics necessary for computational fluency. The teacher can meet the various levels of thinking that students have reached by providing problems of varying degrees of difficulty. However, for all children to gain from Number Talks, everyone should have access to the problems presented. That is, the children should be able to work on the problem in some way. Teachers can make sure children have access to the problems in three ways: 1) by allowing them to solve problems in their own ways; 2) by presenting problems at varying levels of difficulty ensuring that every child is able to solve at least some of the problems correctly and 3) by providing models for support.

The concrete models should help children develop more and more efficient strategies as they learn to take numbers apart and as they recognize particular relationships among the numbers. The models need to be aids to thinking, not tools for getting answers or to demonstrate memorized procedures. Children should become less and less dependent on the use of the models for any particular concept, ultimately not needing the model at all.

During a Number Talk, the interaction between teacher and students should be like a conversation rather than a report. When the children are explaining their thinking, the teacher must be genuinely interested in what the children are saying. The teacher naturally interacts with the children, helping them to clarify and

communicate the process they have used. Teachers help students clarify their thinking in several ways: by asking questions, by describing what the child did, and by writing down the process.

The teacher

- Provides a safe environment where each child's thinking is valued.
- Selects groups or strings of problems that allow access to all children.
- Selects problems that intentionally highlight mathematical concepts.
- Values everyone's thinking, focusing on how children get their answers.
- Provides adequate wait time.
- Shifts the focus from, "See what I see," to "What do YOU (the child) see?"
- Records, clarifies, restates.
- Realizes that if the children don't get it, then it is the teacher's responsibility to figure out their misconceptions or lack of proficiency and to begin instruction at that point.

The teacher asks questions:

- Who would like to share their thinking?
- Who did it another way?
- How many people solved it the same way as Billy?
- Does anyone have any questions for Billy?
- Billy, can you tell us where you got that 5?
- How did you figure that out?
- What was the first thing your eyes saw, or your brain did?

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**Social Studies - Brenda Chapman**

## **Rediscovering Native Oklahoma Summer Teacher Institute**

Join us for Rediscovering Native Oklahoma, a teacher institute at the Sam Noble Museum on the University of Oklahoma campus that will allow teachers to "rediscover" Oklahoma's history by focusing on the Native perspective as well as gathering knowledge from various academic fields. High School Oklahoma history teachers as well as eighth grade United States history teachers are invited to apply for this 5-day interactive and interdisciplinary teacher institute. Teachers will examine and analyze primary documents and artifacts as well as secondary information such as exhibits, maps and various texts. Daily pedagogy sessions will equip educators with the appropriate activities, materials and methodology to transfer their knowledge and experiences to the classroom. The dates for the Institute are July 11, 2011 through July 15, 2011. Participants will attend a field trip on July 14th to Lawton, Oklahoma where we will visit the Museum of the Great Plains and the Comanche National Museum and Cultural Center. Funding for this program is provided in part by a grant from the Oklahoma Humanities Council (OHC) and the National Endowment for the Humanities (NEH). Any views, findings, conclusions, or recommendations expressed in this Teacher Institute do not necessarily represent those of OHC or NEH.

Rediscovering Native Oklahoma Teacher Institute Facts

Dates: July 11th – July 15th, 2011

Times: 8:30am-4:30pm (Monday, Tuesday, Wednesday)

8:00am-4:45pm (Thursday – Field Trip to Lawton, OK)

8:30am-4:00pm (Friday)

Food: Breakfast, lunch and morning/afternoon snacks will be provided Monday- Friday.

Stipend: Each teacher that completes the entire Rediscovering Native Oklahoma Teacher Institute will be paid a stipend of \$250. No other travel expenses will be reimbursed.

Participant Requirements:

Complete the application process and submit application materials to be postmarked by April 15, 2011.

Actively take part in the entire 5-day Rediscovering Native Oklahoma Teacher Institute (late arrivals/ early departures are not acceptable).

Participate in the 1-day follow-up workshop in March 2012

Complete follow-up surveys concerning the implementation of inquiry and interpretation into your classroom.

We will be attending a field trip to Lawton, Oklahoma on Thursday, July 14th, 2011. Participants MUST attend this field trip and be on time for departure.

How to Apply

Mail or Complete Online: A Rediscovering Native Oklahoma application (including Teacher and Principal \Sections).

Individual and/or team phone or internet interview may be required.

Application Due: April 15, 2011 (postmarked)

To: Holly Hughes  
Sam Noble Museum  
2401 Chautauqua Ave.  
Norman, OK 73072  
FAX: (405) 325-4436  
Email: hhughes@ou.edu  
405-325-8562

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**Science-Bob Melton**

## **Science PASS, Newly Revised**

The new science PASS revised document has just been posted to the SDE web site.

The link is <http://sde.state.ok.us/Curriculum/PASS/default.html> under the heading Core Curriculum for Science. *Please note: these revisions are not approved until the Legislature and Governor Fall in sign their approval.*

Putnam City teachers work a part of the Science PASS revision committee's and continue to be a part of the test item review, the item and test specification committees, and the testing blueprint committees.

# Economic Turning Points

The Oklahoma Council for Social Studies in association with the Foundation for Teaching Economics is proud to sponsor this professional development opportunity to the educators of Oklahoma!

\* **Saturday, May 7, 2011**

This exceptional workshop offers information and classroom-ready lessons for grades 8-12!

Sessions will include:

- ➔ The Constitution as an Economic Document,
- ➔ Economics of Emancipation,
- ➔ Impact of Immigration Policies



Curriculum is aligned and correlated to the Oklahoma PASS Standards for:

*United States History*

*Government*

*Economics*

**Join OCSS and FTE for this great workshop!**

Putnam City Schools Administration Building  
5401 NW 40<sup>th</sup>  
Oklahoma City  
8:30 am – 3:00 pm

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## This Workshop Features:

- **\$25.00** registration fee to cover all resources
- Certificate for **6 hours** of professional development
- Continental **breakfast** and **lunch** included
- Nationally-known **guest professors** and quality **teacher-trainers**

## REGISTRATION FORM

If you would like to attend the "Economic Turning Points" workshop,  
please complete and return the form below to:  
**OCSS, c/o Brenda Chapman, 4414 Manchester Court, Norman, Oklahoma, 73072.**

To secure your registration, you must enclose a \$25 personal check or district purchase order made out to OCSS.

Space in this program is limited and is available on a first-come, first-served basis. Refunds will only be available to those who cancel two weeks in advance. **Registration deadline is April 8, 2011.**

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Yes, I would like to attend "Economic Turning Points"

I have enclosed a \$25 registration fee.

Name: \_\_\_\_\_

Subject(s) Taught: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

*Please provide all information clearly and accurately  
so we may process your request immediately!*



*\* All confirmations and further information will be sent via email.*

*\* Any questions may be addressed to [bchapman@putnamcityschools.org](mailto:bchapman@putnamcityschools.org) or [b.chapman1@cox.net](mailto:b.chapman1@cox.net)*

## Celebrate Poetry Month

Visit <http://www.poets.org/page.php/prmID/41> for great ideas for celebrating poetry during the month of April including the following: "Inaugurated by the Academy of American Poets in 1996, National Poetry Month is now held every April, when publishers, booksellers, literary organizations, libraries, schools and poets around the country band together to celebrate poetry and its vital place in American culture. Thousands of businesses and non-profit organizations participate through readings, festivals, book displays, workshops, and other events."

Also, go to [www.poets.org](http://www.poets.org) for links to a wide variety of poetry. April 14 is Poem-in-Your-Pocket Day. The idea is simple: select a poem you love during National Poetry Month; then carry it with you to share with students, co-workers, family, and friends.

Poems from pockets will be unfolded throughout the day with events in parks, libraries, schools, workplaces, and bookstores. Create your own Poem In Your Pocket Day event using ideas below or let [poets.org](http://poets.org) know your plans, projects, and suggestions for Poem In Your Pocket Day by emailing [npm@poets.org](mailto:npm@poets.org).

- Start a "poems for pockets" give-a-way in your school or workplace
- Urge local businesses to offer discounts for those carrying poems
- Post pocket-sized verses in public places
- Handwrite some lines on the back of your business cards
- Start a street team to pass out poems in your community
- Distribute bookmarks with your favorite immortal lines
- Add a poem to your email footer
  - Post a poem on your blog or social networking page
  - Project a poem on a wall, inside or out
  - Text a poem to friends
  - Help expand the list: send your ideas to [npm@poets.org](mailto:npm@poets.org).



### Conversations with Poet Carolyn Forché

Oklahoma City University is hosting a free program Conversations with Poet Carolyn Forché on Wednesday, April 13. An Open Mic Poetry Reading will be held from 6:15-7:30 and a Poetry Reading will be held from 8-9 at the Kerr McGee Auditorium located in the Meinders School of Business at NW 27th and Blackwelder.

For more details, go to <http://www.okcu.edu/filmLit/Default.asp?for=CISFL&pg=Poet&Poet=14>

## Preparing Students for the Big Test

(From Mindsteps Newsletter, <http://myemail.constantcontact.com/Mindsteps-Newsletter--56--Strategies-for-Preparing-Students-for-the-BIG-Test.html?soid=1101594028257&aid=AG4nBF5Os7A#fblike>)

Many students don't do well on standardized tests not because they don't know the information, but because they do not answer the question correctly and according to the directions. Here are several key words that come from test directions, what they mean, and tips for attacking the question on the test. These words come from high-stakes tests such as state tests used to determine AYP and the AP exam.

**Trace:** To list in steps. To outline. To follow a specific sequence to a logical conclusion. To show the order of events or the progression of a topic or argument. Review in detail, step by step. Students may be asked to trace how something has changed over time or how an author develops an argument. Students may also be asked to trace a life cycle of an organism or a particular trend. Students can attack this question in several ways. One way is to discuss the beginning and end of a trend or historical period and then point out the changes that occurred along the way that lead to the end. Another way to trace is to do so chronologically by starting at the origin or beginning and then pointing out the significant developments along the way that lead to the end or conclusion.

**Infer:** To use clues or presented facts to draw a conclusion. To make a generalization based on given facts. Often students will be asked to infer the effect that a rhetorical or literary choices has on the reader, or infer meaning using context clues. But, students may also be asked to infer meaning using tables, trends, data points, and patterns. The point is for students to use the clues provided to make and defend a generalization.

**Formulate:** To create. To state definitively or systematically. To devise as a method or system. To reduce or express in a formula. i.e. "Formulate a thesis" "Formulate a response" or "Formulate an analysis plan." Students must use the information given to develop a supported opinion or thesis in response to a prompt.

**Support:** To provide evidence to defend a point of view. Effective evidence includes textual evidence, facts, laws, trends, and historical precedent. Students should focus on what will best help them make a particular argument. Students should not just point to their evidence; they should explain how their evidence sustains their point of view.

**Summarize:** To retell briefly in your own words. To give a brief, condensed account excluding unnecessary details and including any conclusions. Students should focus on the key elements of the original and be sure to include all of the important information. Students should put the information in their own words.

**Contrast:** To show how something is different than something else. Students can start by identifying three to four fundamental differences between the two topics or items. Then, they can use these differences to structure your essay. There are two ways to organize this response. First, students can contrast point-by-point by listing three or four differences and then discussing each subject on each difference. The other way to organize the response is by discussing the first topic as a whole (being sure to cover the three to four differences) and then discussing the second topic as a whole (again, being sure to cover the three to four differences).

**Analyze:** To break down into parts and then discuss or examine

each part. Students should look at how each part contributes to the whole. Typically, analyses do not use evidence from outside sources to make their point. Instead, students should focus on building their case by using evidence taken directly from the item or idea they are analyzing including quotes from the text, data points from a graph, evidence provided in primary documents, etc.

**Evaluate:** To judge, grade, or rate. To tell what's good or bad. To determine the value, significance, or worth of something. Students may be asked to evaluate an argument or to evaluate one or more sources of information. Students begin by creating a thesis statement that asserts their judgment of the item or idea they have been asked to evaluate. Next, they should identify their criteria for evaluation using those criteria that are generally accepted in their particular subject. Finally, they should use evidence such as features of the item, statistics, facts, anecdotes, rules, and theories to support their evaluation according to the criteria they have outlined.

**Describe:** To tell what something is. Students must focus on the fundamental elements (those things that make it unique) and what distinguishes it from something else. Students may organize their essays by using the 5 W's and How. They can also list the fundamental or essential characteristics, qualities, and parts in order to create a word picture for the reader.

**Explain:** To show logically how a concept is developed. To give reasons or cause for an event. To tell how something is done. Have students focus on answering "how" and "why" using their own background knowledge, evidence in the text or prompt, logic, and facts.

**Compare:** To demonstrate how two or more things are alike and different. Here, it is important for students to identify the fundamental similarities or differences between the two items. Then, they can organize their response using one of two organizational strategies. They can organize their essays using a point-by-point comparison where they list each similarity or difference and then discuss each item based on each point of comparison. Or, students can discuss each item, idea or topic as a whole being sure to include each point of comparison before moving on to the next item, idea, or topic and doing the same.

**Predict:** To use evidence to make a reasonable guess as to what may happen next. Have students look for patterns and refer to these patterns in their answers as a way of justifying their guess. Students should not make random guesses. Every prediction needs to be supported by evidence from the prompt, mathematical laws, laws of nature, or statistical and historical patterns.

**Justify:** To show or prove an answer to be right or reasonable using logical reasons, facts, rules, laws (i.e. mathematical laws or geometry proofs) or evidence. In math, students must use mathematical reasoning. Calculator results are not enough. Have students focus on the steps they used to arrive at their answer and what facts, laws, rules, or evidence they used to determine their results.

**Define:** To give the meaning or to make something clear. To explain what something is or what something means. Students should not just give a general definition of a term or concept, they should shape their definition according to the context of the question. Usually "define" is often paired with "explain" as in "Define and explain how altruism contributes to social behavior." In that case, students' definition should set the stage for answering the rest of the free response question.

**Discuss:** To present both sides of an argument and then draw a conclusion. Students must consider both the pros and cons and then come down on one side or the other. Students must demonstrate that they understand both sides of an argument and can consider two or more opinions or viewpoints effectively before coming down on one side or another.

**Identify:** To give the essential characteristics of something. Students may be asked to point out a key element in literature such as "tone" or "point of view", or a particular trend in history or science, or a correct answer in mathematics. Give a brief definition or listing. The test takers want to see if students know what something is and can point it out even if it is among similar distracters. Usually, students will be asked to do more than simply identify something. Test makers often combine "identify" with other directions such as "identify and explain" or "identify and justify."

**Illustrate:** To make something clear by giving examples, using comparisons, using anecdotes, or using analogies. Students can use examples from their real lives, from history, from literature, and from incidents that they know about or have read about. If students are asked to illustrate three different points, they should give three specific illustrations and be sure that each example they give illustrates a separate point and not the same point three times.

**Synthesize:** To combine parts into a whole. To take several sources of information and combine them to draw a single conclusion or make a single point. Students must sort through disparate information, analyze each source, find the central theme or idea, and then use the credible among the sources to draw a single conclusion. It is critical that students do not simply paraphrase each document; rather that students detect and trace the conversational thread running through all documents using evidence from each document. Students must integrate sources into a coherent argument and put each source in conversation with the other sources in order to tease out a theme or thread of an argument.

**Interpret:** To present the subject in understandable terms. Students are often asked to interpret diagrams, graphs, or statistical tables as well as literature, documents, illustrations, pictures, or charts. Students must determine what the item presented is trying to convey and then, using elements of the item provided, support their interpretation.

**Defend:** To support the stated idea. Students must use information from the prompt, as well as facts, their own observations and experiences, and logical reasoning, and evidence to demonstrate that an idea is true, reasonable, or valid.

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Have you joined a .pc  
Learning Community?  
[http://www.  
putnamcityschools.org/.pc](http://www.putnamcityschools.org/.pc)

## Recommendations for Teaching Reading

From: *Best Practice* (Portsmouth, NH: Heinemann, 1998), Steven Zemelman, Harve3y Daniels, Arthur Hyde

INCREASE	DECREASE
<ul style="list-style-type: none"> <li>• Reading aloud to students</li> <li>• Time for independent reading</li> <li>• Student's choice of their own reading material</li> <li>• Exposing students to a wide and rich range of literature</li> <li>• Teacher modeling and discussing his/her own reading processes</li> <li>• Primary instructional emphasis on comprehension</li> <li>• Teaching reading as a process:               <ul style="list-style-type: none"> <li>• Use strategies that activate prior knowledge</li> <li>• Help students make and test predictions</li> <li>• Structure help during reading</li> <li>• Provide after-reading applications</li> </ul> </li> <li>• Social, collaborative activities with much discussion and interaction</li> <li>• Silent reading followed by discussion</li> <li>• Teaching skills in the context of whole and meaningful literature</li> <li>• Writing before and after reading</li> <li>• Evaluation that focuses on holistic, higher-order thinking processes</li> </ul>	<ul style="list-style-type: none"> <li>• Exclusive emphasis on whole-class or reading-group activities</li> <li>• Teacher selection of all reading materials for individuals and groups</li> <li>• Relying only on selections from basal reader</li> <li>• Teacher keeping his/her own reading tastes and habits private</li> <li>• Primary instructional emphasis on reading subskills such as phonics, word analysis, syllabication</li> <li>• Teaching reading as a single, one-step act</li> <li>• Solitary seatwork</li> <li>• Round-robin oral reading</li> <li>• Teaching isolated skills in phonics workbooks or drills</li> <li>• Little or no chance to write</li> <li>• Evaluation focus on individual, low-level subskills</li> </ul>

With OCCT testing starting April 11th and EOI beginning April 18, here is a short but not all-inclusive list of reminders for Test Administrators and Monitors:

- Check with the Building Test Coordinator to confirm the proper procedure for dealing with emergencies during test administration, established procedures for dealing with disruptive testers, and the process for addressing cheating
- Clear the walls of testing rooms of all posters, student work, and visual aids or cover them so they cannot be seen. This includes visual aids that may not be on the walls and tools such as Unravel, number lines, alphabets, geometric shapes, posted graphs, maps, etc.
- Test security is essential. Stored tests must be stored in a locked, secure area at all times. Tests and answer sheets are to be distributed immediately before a test session and returned immediately after the session concludes. Testing materials must never be left open or unattended, may not be photocopied, or removed from the building except when returned to the District Test Coordinator by the Building Test Coordinator and the Building Principal.
- Test Administrators MAY NOT utilize a testing session to read emails, grade papers, surf the internet or do anything other than properly administer the test.
- Test Administrators MAY NOT leave the testing room during the administration of a test. Doing so may result in the invalidation of all of the student tests in that session.
- Test Monitors MAY NOT read the newspaper, a magazine, their iPad, or do anything other than monitor and verify the proper administration of the test.
- Test Administrators giving paper/pencil tests should have an excess of sharpened pencils available before the start of a test session.
- The tests are NOT timed. Students should be given additional time, if needed.

## Oklahoma History Center Has Two New Traveling Trunks

“Transportation” Trunks Teachers, We have two great new education trunks that are targeted for lower elementary students! Below is the information for the trunk:

The Oklahoma History Center is pleased to announce the release of two new education trunks for teachers. These new trunks are made possible through the generous support of the Oklahoma Department of Transportation. This year marks the Centennial for ODOT!

The history centers new trunk will bring ODOT to life for your students in Pre-K – 2nd Grade and beyond. This special trunk targets lower elementary students with special activities designed just for them. Activities include road construction, bridge building, shape recognition through signs, coloring activities, and more.

Items in the trunk include:

- Road making material samples
- Safety cones
- Safety vests
- Hard hat
- Highway signs
- Miniature road construction equipment
- Teachers guide

To find out more about these new trunks and existing education programs please visit our website, [ <http://www.okhistorycenter.org> ] [www.okhistorycenter.org](http://www.okhistorycenter.org) and click on the education link. You may also contact us by phone at 405-522-5248.

Jason Harris  
 Director of Education  
 Oklahoma History Center  
 800 Nazih Zuhdi Dr.  
 Oklahoma City, OK 73105  
 Phone: 405-522-0785

## Advertising by www.xkcd.com

### MATHEMATICALLY ANNOYING ADVERTISING:

$A \cup B = \{x: x \leq 15 \text{ OR } x > 15\} = \mathbb{R}$

WHEN DISCUSSING REAL NUMBERS, IT IS IMPOSSIBLE TO GET MORE VAGUE THAN "UP TO 15% OR MORE."

**FREE!**

IF SOMEONE HAS PAID \$X TO HAVE THE WORD "FREE" TYPESET FOR YOU AND N OTHER PEOPLE TO READ, THEIR EXPECTED VALUE FOR THE MONEY THAT WILL MOVE FROM YOU TO THEM IS AT LEAST \$  $\frac{X}{N+1}$ .

IT WOULD BE DIFFICULT FOR THE PHRASE "THE MORE YOU SPEND THE MORE YOU SAVE" TO BE MORE WRONG.



## Test Dates

### Biology I

Benchmark #3 - April 6-22

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OCCT Online Testing Window - April 11  
- May 11

OCCT Paper Testing Window - April 11  
- May 4/5

OCCT Paper return to District Test  
Coordinator - May 5 or 6, check return  
schedule.

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### English III

3rd Benchmark—March 8-April 8

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State EOI Writing Test—April 19 (one  
writing prompt)

State Online EOI Test Window—April 18-  
May 20

State Paper Testing Window - April 18 - May  
13

EOI Paper Return, May 9, check return  
schedule.

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### Professional Development- Ann Bradshaw

## Summer Professional Development Opportunities

May 26-27 Differentiated Instruction

May 31-June 3 AIMS Training grades 3-5

June 2-3 Pyramid Response to Intervention

June 7, 8, 9 and 14, 15, 16 Literacy Workshops 1/2 day 2 per day

June 15, 16 Bag Ladies 1/2 day sessions

June 20-22 Number Sense K-2 or 3-5

June 28-29 Building Common Assessments

Sign up on .PC

All early Benchmark testing dates are tentative and subject to the  
implementation schedule of the Pearson Limelight Assessment system



Bob Melton

Bethany Lorenz, Putnam City North science teacher listens to proceedings during a recent meeting of the Oklahoma Science Teachers Association Board of Directors. Bethany sits on the Board as the NW Oklahoma representative.



Bob Melton

Curriculum and Instruction Secretary Christy Harberson going about the processes of scanning one of the many sets of language arts (and math, and science, and social studies...) Benchmark test answer sheets that arrive this time of year

