



OKMath

OKLAHOMA STATE DEPARTMENT OF EDUCATION • OFFICE OF INSTRUCTION

By OKMath Teachers for OKMath Teachers • Prepared July 2013 at the OSDE Summer Convening

OKMath Mythbusters

Myths	Truths
Oklahoma Academic Standards (OAS) in Math and English Language Arts are not the same as Common Core State Standards.	For 2013-2014 school year, the OAS will follow the current PASS standards. For 2014-2015 school year, the OAS will be the same as Common Core State Standards. See State Department of Oklahoma mathematics website: http://ok.gov/sde/mathematics
Oklahoma has pulled out of PARCC/Oklahoma is not doing Common Core.	Oklahoma has delayed participation in the PARCC testing process for a minimum of one year and is still evaluating continued participation. The new Oklahoma Academic Standards (which are the same as Common Core starting in 2014-2015) will be tested beginning in 2014-2015 school year. Schools should begin implementing common core standards along with PASS for the 2013-2014 school year. Schools should not expect to be able to jump from PASS to Oklahoma Academic Standards without a period for transition.
CCSS will be tested in 2013-2014 and is a part of Teacher's TLE.	As stated above the Oklahoma Academic Standards will not be tested until the 2014-2015 school year. Testing outcomes will not apply to teacher's evaluations until full implementation of TLE in the 2015-2016 school year. http://bit.ly/TLETimeline http://bit.ly/OSB-TLEReport
Test scores after the first year of implementation will be so bad, the state will be forced to throw them out so we don't need to worry about it.	The federal government will not allow us to forego accountability reports in testing. This process could be similar to when we added the EOI tests of Geometry and Algebra 2, but the final approach will be determined at a later date.

<p>Even though we are no longer a part of PARCC, nothing will change with our math assessments. Even though we are no longer a part of PARCC, our tests will be exactly like PARCC's assessments.</p>	<p>Even though we have opted out of the PARCC assessments for 2014-2015, we are still evaluating our continued participation. PARCC requires two assessments, a mid-year performance based assessment http://www.parcconline.org/sites/parcc/files/PARCC_Glossary_7-01-13.pdf and an end-of-year machine scored assessment. Oklahoma will not participate in PARCC assessments for 2014-2015. They will continue to require a single assessment at the end of the year, but it will now include constructed response items, technology enhance items, and an extended response item in addition to multiple-choice questions.</p>
<p>Now that we dropped out of PARCC, we don't know what will be the calculator policy for the Oklahoma Testing Program.</p>	<p>For the school year 2013-2014, we will continue to use the calculator policy previously set by the state. http://ok.gov/sde/sites/ok.gov.sde/files/EOI_Cal_Policy_8-27-09v2.pdf After 2014, we will use the calculator policy set by PARCC. http://www.parcconline.org/sites/parcc/files/PARCC_ApprovedCalculatorPolicy-July%202012.pdf</p>
<p>Now that we aren't doing PARCC in 2014-2015, we don't know what formula sheet we will use.</p>	<p>After 2014, we will use the formula sheet designed by PARCC http://www.parcconline.org/sites/parcc/files/ApprovedPARCCHighSchoolReferenceSheet_111612.pdf</p>
<p>Teachers do not have to teach the 8 Mathematical Practices</p>	<p>The 8 Mathematical Practices are an elaboration on NCTM process skills and teachers will need to teach the 8 Mathematical Practices to provide an in depth understanding of the concepts. These 8 practices are key ingredients to changing from a content to a process practice. http://www.corestandards.org/Math/Practice</p>
<p>With possible changes in elected positions and legislation, Common Core will go away.</p>	<p>Our state has been undergoing the transition to common core since 2010. Educators across the state have been engaged in conversations about rigorous content, effective instruction, and mathematical practices as a key component of mathematical learning. Regardless of the possible outcomes, we are making the appropriate progress towards student achievement. As we revise the standards, we will continue along these practices of rigor, effective instruction, and mathematical practices.</p>
<p>Teachers can teach what they have always taught and just throw in a few word problems.</p>	<p>While there are some content changes, there are major content shifts. The depth of knowledge that will be expected will require educators to change the way concepts are presented in the classroom. Increased focus on the 8 Mathematical Practices will be necessary.</p>
<p>A textbook with a Common Core sticker is the only instructional material I need to teach Common Core.</p>	<p>The textbooks that are labeled common core may be aligned to common core standards but may not be designed to teach using common core processes. Educators should be critical as they review for the purchase and/or adoption of new instructional materials. Resources such as Achieve's Publisher's Criteria (http://bit.ly/AchPubC) and the EQuIP Rubric (http://bit.ly/AchieveEquip) are extremely useful.</p>

There are no teacher resources available related to Common Core/Oklahoma Academic Standards.

Since the Oklahoma Academic Standards for Mathematics are the Common Core Standards for Mathematics, there are many teacher resources available.

- <http://OKMathTeachers.com>
- [Mathematics K-5-GeorgiaStandards.org](http://Mathematics.K-5-GeorgiaStandards.org)
- <http://www.engageny.org>
- [Common Core State and NC Essential Standards](http://CommonCoreStateandNCEssentialStandards.org)
- <https://commoncorealgebra.wikispaces.hcpss.org/home>
- <https://commoncoregeometry.wikispaces.hcpss.org/home>
- <https://commoncorealgebra2.wikispaces.hcpss.org/home>
- <https://www.georgiastandards.org/common-core/pages/math-6-8.aspx>
- <https://www.georgiastandards.org/common-core/pages/math-k-5.aspx>
- <https://www.georgiastandards.org/common-core/pages/math-9-12.aspx>
- <http://www.louisianabelieves.com/resources/classroom-support-toolbox>

This is not an exhaustive list, and teachers should critically evaluate each resource before using in their classroom.

PK-5 Specific

Math is less important. Students will be retained because of the Reading Sufficiency Act, so the focus should be on Reading, not Math.

Math is vital to students' education. Students will be assessed, and their teachers will be held accountable for their progress. In addition, math skills build and develop from year to year, and this vertical alignment is dependent upon the skills mastered at each grade level.

Including literacy in math means that I have to read fiction and non-fiction books in my math class, and I need to be teaching my students how to write paragraphs and essays.

Teaching literacy in a math classroom can mean supplementing lessons with a trade book, but it is not required. The definition of literacy is the ability to use language proficiently. In Math, this means being able to communicate the mathematical "why/how"-such as reasoning through real-world problems and explaining this reasoning process. Using appropriate math vocabulary is a part of this. It also includes communication through maps, graphs, illustrations, diagrams, and graphics, etc. Mathematical literacy is a natural part of the 8 Standards for Mathematical Practices.