

Oklahoma Curriculum Matrix Summary

Introduction

The Curriculum Matrix data in this resource kit is provided as a guide to help educators in planning curriculum and instruction. All interpretations of state standards, Common Core [State Standards](#), and state assessment program data that were needed to construct the correlations in this Matrix were conducted by content area specialists in each discipline and reviewed by research managers. Where and if necessary, interpretations of the learning statements used in the correlations were verified by third-party reviewers and/or officials of the state's department of education. Every effort has been made to ensure the accuracy of the crosswalk and summary data. However, some learning outcome statements are, by their nature, subject to interpretation and determination of intent by content area specialists. Educators should always exercise their own best judgment in determining how to apply the data.

Care was taken to ensure that all data used in the analyses was current at the time of publication, but all standards and assessment data remain subject to updates as states revise or update their state standards or assessment programs. The International Center welcomes your feedback, advice, and suggestions about the data provided. The Center also eagerly encourages users to help us keep the data current for all educators in their state by advising us of any such updates. Please address all comments to: International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148 or info@LeaderEd.com.

Oklahoma Core Curriculum Tests (OCCT) and End-of-Instruction (EOI) Secondary Tests

The OCCT for grades 3-8 and at the End-of-Instruction (EOI) secondary level tests are aligned to the state-mandated curriculum, the Priority Academic Student Skills (PASS), which has been adopted by the State Board of Education and is the curriculum foundation for all public schools. Secondary student must take two EOI tests from the following five: Algebra II, Biology I, English III, Geometry, and United States History.

Curriculum Matrix Priority Designations

English Language Arts

English language arts students take the OCCT in reading in grades 3-8, and writing in grades 5 and 8. Secondary English language arts students take EOI tests on completion of English II. The EOI English language arts tests contain a writing component.

Testing Priority Designation

Information necessary to make English language arts priority designations relative to assessments was obtained from the Oklahoma State Department of Education's website. The Oklahoma reading OCCT and English II and III EOI blueprints provided the number of test score points per objective eligible for state assessment. Writing item specifications provided the percent of the composite score for each writing analytic score category. The reading score points per objective at each grade level and EOI tested course were averaged. Standard deviations (STD) were calculated for each grade level and course and subtracted from the mean. The same procedure for determining writing priority designations was followed using the percent of composite score for each analytic score category. These numbers established the cut-off point between Medium (M) priority designations and High (H) priority designations. Objectives that were not tested were assigned a Low (L) priority designation. The results can be found in Table 1.

Table 1. English Language Arts Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	4.64	1.01	3.63	0	1-4	>4
4	5.00	1.10	3.90	0	1-4	>4
5 - Reading	4.08	0.64	3.44	0	1-3	>3
5 - Writing	30.00	6.33	13.67	0	1-14	>14
6	4.46	0.49	3.96	0	1-4	>4
7	4.14	0.06	4.08	0	1-4	>4
8 - Reading	6.27	1.05	5.22	0	1-5	>5
8 - Writing	30.00	6.33	13.67	0	1-14	>14
English II	4.31	1.10	3.21	0	1-3	>3
English III	4.25	1.48	3.77	0	1-4	>4

English language arts summary data are presented in Table 2.

Table 2. English Language Arts Assessment Data Summary

English Language Arts			OCCT/EOI			NESS ⁱ		
Grade	Standards	Objectives	H	M	L	H 1-19	M 20-38	L 39-50
3	15	58	5	6	47	46	10	2
4	14	54	5	4	45	40	12	2
5	11	57	31	2	24	39	14	4
6	13	52	5	6	41	35	16	1
7	13	55	3	9	43	41	13	1
8	13	54	26	9	19	43	11	0
English II	12	45	15	12	18	32	13	0
English III	12	50	18	16	16	34	15	1
Totals	103	425	108	64	253	302	112	11

Mathematics

Mathematics students take the OCCT test in grades 3-8. Secondary mathematics students take EOI Algebra I.

Testing Priority Designation

Information necessary to make mathematics priority designations relative to assessments was obtained from the Oklahoma State Department of Education's website. The Oklahoma mathematics OCCT and EOI blueprints provided the number of test score points per objective eligible for state assessment. The score points per objective at each grade level and EOI tested course were averaged. Standard deviations (STD) were calculated for each grade level and course and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Objectives that were not tested were assigned a Low (L) priority designation. The results can be found in Table 3.

Table 3. Mathematics Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	3.75	0.38	3.37	0	1-3	>3
4	3.71	0.88	2.83	0	1-3	>3
5	4.25	0.60	3.65	0	1-4	>4
6	3.38	0.92	2.46	0	1-2	>2
7	3.39	0.68	2.71	0	1-3	>3
8	4.00	0.29	3.71	0	1-4	>4
Algebra I	6.88	3.41	3.47	0	1-4	>4
Algebra II	4.58	0.61	3.97	0	1-4	>4
Geometry	3.67	0.70	2.97	0	1-3	>3

Mathematics summary data are presented in Table 4.

Table 4. Mathematics Assessment Data Summary

Mathematics			OCCT/EOI			NESS ¹		
Grade	Standards	Objectives	H	M	L	H 1-16	M 17-42	L 43-70
3	5	13	9	2	2	8	5	0
4	5	15	11	4	0	5	5	5
5	5	12	1	9	2	10	2	0
6	5	14	10	0	4	7	6	1
7	5	14	6	6	2	8	5	1
8	5	12	11	0	1	4	8	0
Algebra I	3	9	8	0	1	4	4	1
Algebra II	5	18	14	1	3	11	7	0
Geometry	3	12	6	5	1	8	3	1
Totals	41	119	76	27	16	65	45	9

Science

Science students take the OCCT in grades 5 and 8 and the EOI assessment for Biology I.

Testing Priority Designation

Information necessary to make science priority designations relative to assessments was obtained from the Oklahoma State Department of Education’s website. The Oklahoma science OCCT and EOI blueprints provided the number of test score points per objective eligible for state assessment. The score points per objective at each grade level and EOI tested course were averaged. Standard deviations (STD) were calculated for each grade level and course and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Objectives that were not tested were assigned a Low (L) priority designation. The results can be found in Table 5.

Table 5. Science Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
5	5.28	0.95	4.43	0	1-4	>4
8	4.42	1.02	3.40	0	1-3.4	>3.4
Biology I	3.93	0.43	3.93	0	1-4	>4

Science summary data are presented in Table 6.

Table 6. Science Assessment Data Summary

Science			OCCT/EOI			NESS ¹		
Grade	Standards	Objectives	H	M	L	H 1-32	M 33-50	L 51-85
5	8	24	13	3	8	20	1	3
8	10	31	16	4	11	25	1	5
Biology I	12	38	13	17	8	33	1	4
Totals	30	93	42	24	27	78	3	12

**Total Percentages for OCCT/EOI Tested
English Language Arts, Mathematics, and Science**

Table 7 presents the number of objectives compared to the number of objectives assessed. Using this data, the percentage of objectives assessed was calculated.

Table 7. Totals and Percentages for English Language Arts, Mathematics, and Science

	Objectives	Objectives Assessed	% Objectives Assessed
English Language Arts	425	172	40.47
Mathematics	119	103	86.56
Science	38	30	78.95
Totals	582	305	52.41

Common Core State Standards (CCSS) to OCCT/EOI Alignment Data

International Center content area specialists crosswalked English language arts (ELA) and mathematics CCSS to the Oklahoma English language arts and mathematics objectives. The purpose of this study was to determine the number and percent of the CCSS that are aligned/non-aligned to the objectives. The same process was also used to determine the number and percent of the objectives that are aligned/non-aligned to the CCSS.

The results that follow provide Oklahoma teachers, curriculum planners, and administrators with information relevant to the status of the Oklahoma standards and objectives compared to the CCSS. Considerations the Oklahoma Department of Education will make include whether to adjust the current curriculum to align with the CCSS or abandon the current curriculum and replace it with the CCSS. The information in the following alignment tables may assist Oklahoma education stakeholders during this time of decision making.