

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 35. STANDARDS FOR ACCREDITATION OF ELEMENTARY, MIDDLE  
LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS**

**SUBCHAPTER 3. STANDARDS FOR ELEMENTARY, MIDDLE LEVEL,  
SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS  
PART 7. STANDARD IV: CURRICULUM, INSTRUCTION, ASSESSMENT,  
AND CLIMATE**

**210:35-3-61. Statement of the standard**

The curriculum translates the school's statement of philosophy (and/or mission) and goals into learning objectives and activities. The core curriculum shall be designed to teach competencies for which students shall be tested. The curriculum shall be designed to prepare all students for employment and/or post secondary education. The school shall use varied measures to determine the extent to which individual students are achieving the goals and levels of competencies. The instructional program is designed to impart the knowledge and skills essential to function successfully in a democratic society. Instruction is based on the selection and implementation of activities which enable each student to achieve the goals and objectives of the curriculum. Curricular activities are learning activities within the instructional process that occur in an accredited course during the school day to assist students in achieving proficiency in the Priority Academic Student SkillsOklahoma Academic Standards. The co-curricular activities are an integral part of instructional programs which foster Priority Academic Student Skills that are consistent with the Oklahoma Academic Standards and the stated goals and objectives of the various disciplines. To accomplish these stated goals and objectives, selected activities may be offered off campus as an extension of classroom instruction. Extracurricular activities enhance the educational process but are not essential to the achievement of proficiency in Priority Academic Student Skillsthe Oklahoma Academic Standards.

**210:35-3-66. Curriculum**

- (a) Quality curriculum shall be accessible for all students.
- (b) The curriculum shall reflect the school's statement of philosophy (and/or mission) and goals.
- (c) The written curriculum shall include the state Priority Academic Student SkillsOklahoma Academic Standards.
- (d) The school shall provide an organizational structure and curriculum which allows each student to progress in accordance with ~~her/his~~ individual growth and development.
- (e) The curriculum shall reflect principles of human growth and development and the specific learning theories accepted by the school.
- (f) The curriculum shall reflect the needs, the goals, and the values of the community.
- (g) The curriculum shall utilize the resources of the community.
- (h) The curriculum shall be developed, evaluated, and revised by the professional staff, with the appropriate involvement by the community and the students.
- (i) The curriculum shall be broad in scope and shall provide a wide range in student rate, readiness, and potential for learning through a balanced program of skills and knowledge.

- (1) Information Skills shall be integrated into the curriculum to facilitate the development of proficiency in locating, selecting, organizing and communicating information.
- (2) The curriculum shall emphasize the interrelationships among areas of learning.
- (3) Procedures shall be established and implemented which foster vertical and horizontal program articulation (scope and sequence) with the school and within affiliated schools.
- (4) The ~~Priority Academic Student Skills~~Oklahoma Academic Standards shall be in writing and shall be available to parents/guardians and teachers. ~~Such student~~Student skills shall be reviewed periodically and shall be utilized in assessing student performance on the ~~Priority Academic Student Skills~~Oklahoma Academic Standards.
- (5) The instructional staff members shall participate in the selection of appropriate content, methods, teaching materials, and learning activities used to achieve the ~~Priority Academic Student Skills~~Oklahoma Academic Standards and the goals of the local school district and/or school site.

### **210:35-3-67. Instruction**

- (a) Special instruction, services, materials, and testing programs shall be available for those students having exceptional needs.
- (b) The overall educational program shall incorporate high expectations and successful experiences for all students.
- (c) Students and parents/guardians shall be informed about the ~~Priority Academic Student Skills~~Oklahoma Academic Standards for the core curriculum areas.
- (d) The placement of students in instructional skill groups within classes shall be reviewed frequently and adjustments shall be made in accordance with student needs and ~~Priority Academic Student Skills~~Oklahoma Academic Standards performance.
- (e) All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial, ethnic, and cultural groups and the avoidance of stereotyping.
- (f) Appropriate instructional materials and equipment for core curriculum areas shall be provided in the amount and types needed to ensure that all students demonstrate competency in the ~~Priority Academic Student Skills~~Oklahoma Academic Standards.
- (g) Students and parents/guardians shall be informed in writing about their rights and responsibilities pertaining to the school curriculum.
- (h) The school shall protect the legal rights of students and parents/guardians as those rights relate to the curriculum.
- (i) Instructional methods shall provide for cooperative group learning in addition to competitive and individualized learning formats.
- (j) Learning activities and assessment procedures shall be congruent with the ~~Priority Academic Student Skills~~Oklahoma Academic Standards.
- (k) Learning activities shall be supported by supplementary or alternative instructional services as required by individual student needs.
- (l) Teacher/student interaction shall be utilized in planning of instructional options for learning activities.
- (m) All activities to teach ~~Priority Academic Student Skills~~Oklahoma Academic Standards shall provide for the different learning styles of students by including a diversity of appropriate learning opportunities.

- (n) Learning activities shall provide for the use of a variety of instructional materials and equipment.
- (o) Teachers shall use classroom practices which make the most productive use of class time.
- (p) The school's administrators shall enforce procedures and regulations which protect student learning time.

**210:35-3-68. Assessment**

- (a) The principal, teachers, and **parents/guardians** shall be responsible for assessing the effectiveness of the curriculum and for planning improvement of the curriculum.
- (b) Students shall receive regular and frequent assessment of their progress toward **achievement of Priority Academic Student Skills proficiency in the Oklahoma Academic Standards.**
- (c) The school shall evaluate the major aspects of its curriculum through use of performance indicators and criteria for monitoring student progress. [70 O.S., § 1210.505]
- (d) Evaluation data derived from a variety of measures shall include information on:
  - (1) Student achievement.
  - (2) School climate.
  - (3) Expectations of **parents/guardians.** [~~70 O.S., § 11-107~~]
- (e) Student achievement data shall include, when appropriate:
  - (1) Norm-referenced tests.
  - (2) Criterion-referenced tests.
  - (3) Teacher-made tests.
  - (4) Career assessments.
  - (5) College admission and placement tests.
- (f) A variety of assessments shall be used to evaluate the performance of each student in order to improve instruction.
- (g) The school shall provide diagnostic and prescriptive services for special class placement of exceptional students.
- (h) The result of the school's student assessment program shall be used to modify curriculum and instructional methodology.
- (i) The school shall make appropriate use of follow-up information concerning its former students to assist in the assessment and improvement of the curriculum.
- (j) Through written reports and individual conferences, **parents/guardians** shall be informed frequently and regularly about student progress.

**SUBCHAPTER 5. ADDITIONAL STANDARDS FOR ELEMENTARY SCHOOLS  
PART 7. STANDARD IV: CURRICULUM, INSTRUCTION, ASSESSMENT,  
AND CLIMATE**

**210:35-5-31. Program of Studies**

- (a) School districts are required to provide physical education programs to all students. These programs may include athletics.
- (b) Public elementary schools must provide instruction in physical education for all students in full-day kindergarten through Grade 5 for an average of sixty (60) minutes per week.

(c) Physical education instruction must be aligned with the ~~Priority Academic Student Skills (PASS)~~Oklahoma Academic Standards.

(d) Time spent in recess cannot count toward the average of sixty (60) minutes per week required for physical education.

## SUBCHAPTER 27. PROFICIENCY BASED PROMOTION

### 210:35-27-2. Proficiency based promotion and evaluations of student placement

(a) **General provisions.** The provisions of this Section address requirements of school district policies and procedures pertaining to use of assessments to evaluate appropriate placement of students and/or provide course credit to students who can demonstrate proficiency in sets of competencies in the areas of curriculum required by 70 O.S. § 11-103.6, provided that the provisions of this Section are not intended to preclude a district from awarding credit to a student who satisfactorily completes all course requirements and sets of competencies for a course. The policies and procedures shall comply with the requirements of this Section and shall set forth the district's use of proficiency assessments for each of the following purposes:

(1) **Course placement.** Proficiency assessments for purposes of "course placement" refer to assessments administered solely for the purpose of evaluation of appropriate grade or course placement of students; and

(2) **Credit by examination.** Proficiency assessments for purposes of providing "credit by examination" refer to assessments administered for the purpose of providing course credit for a student who demonstrates mastery of a set of competencies through the examination in lieu of completion of Carnegie units ("proficiency based promotion").

(b) **Policies regarding use of proficiency-based assessments for appropriate grade or course placement.** School district policies and procedures regarding use of proficiency assessments shall address all of the following provisions:

(1) **Requests for proficiency assessments for evaluation of appropriate grade or course placement.** The district policies required by this Section shall clearly describe the procedures for requesting proficiency assessments for the purpose of evaluating appropriate grade or course placement of a new student or currently enrolled student and shall ensure compliance with all of the following provisions:

(A) Every school district shall provide all new students with an opportunity to request a proficiency assessment for the purpose of determining appropriate course placement within thirty (30) days of enrollment or re-enrollment in the district. School district policies shall permit a request for an assessment for this purpose to be initiated by a new student or the student's teacher, parent, or legal guardian.

(B) For purposes of this paragraph, any student currently enrolled in the district who was not enrolled in the district during all or part of the immediately preceding school term, excluding summer school terms, shall be considered a new student.

(2) **Requests for proficiency assessments for credit by examination.** The district policies required by this Section shall clearly describe the procedures for requesting proficiency assessments for the purpose of obtaining course credit by examination and shall ensure compliance with all of the following provisions:

(A) Every school district shall provide all students legally enrolled in the school district with at least two opportunities per school year to obtain course credit through examination in each required curriculum area. School district policies shall permit a

request for an assessment for this purpose to be initiated by a student or the student's teacher, parent, or legal guardian.

(B) Identification as a "Gifted and Talented" student in accordance with the provisions of 70 O.S. § 1210.301 et seq. and accompanying regulations shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination.

(C) Enrollment in a course or completion of a course shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination.

(D) Students who do not successfully demonstrate proficiency by evaluation or assessment pursuant to the provisions of this Section shall be allowed to attempt the assessment again during the next available proficiency evaluation period.

(3) **Curriculum areas eligible for course credit by examination.** The district policies required by this Section shall clearly state the areas of curriculum for which evaluation of proficiency may be requested for the purpose of obtaining course credit through examination.

(A) The areas of required curriculum in which opportunities for credit by examination will be offered shall include:

- (i) Social studies, history, or citizenship skills;
- (ii) Language arts or English;
- (iii) Visual arts, fine arts, performing arts, or speech/communication;
- (iv) Non-English languages;
- (v) Mathematics; and
- (vi) Science

(B) Written criteria for demonstrating mastery in each required curriculum area shall be made available to a student or the student's parent or legal guardian upon request. Demonstration of proficiency in all laboratory science courses shall include a requirement of demonstration of the student's ability to perform relevant laboratory techniques.

(c) **Proficiency assessment tools - requirements.** Each school district shall clearly identify the assessment tools it will use to make student placement decisions and assessment tools it will use to provide course credit by examination. The assessment tools must comply with all of the following requirements:

(1) **Proficiency assessments for purposes of evaluating appropriate grade or course placement.** Each district shall clearly identify all assessment tools used to evaluate appropriate grade or course placement of a student in absence of evidence of the student's successful completion of a previous grade level or a prerequisite course in the district. Evaluations administered for this purpose shall assess the student's proficiency in sets of competencies appropriate to the curriculum area, and shall meet all of the following requirements:

(A) The evaluation shall ensure that appropriate grade and/or course placement of a student meets the requirements of (d)(2) of this Section and shall ensure that that the academic needs of the student are met.

(B) The evaluation shall ensure that appropriate grade and/or course placement of a student complies with all other requirements of state or federal law (e.g., provisions of the Reading Sufficiency Act at 70 O.S. 1210.508A et seq. ~~or the Achieving Classroom Excellence Act at 70 O.S. § 1210.523~~).

(C) Examples of types of appropriate assessment tools for making student grade or placement decisions may include, but shall not be limited to:

- (i) A portfolio of student work;
- (ii) A criterion-referenced test,
- (iii) A student thesis, project, or product;
- (iv) A student performance or recital;
- (v) Student classroom performance; or
- (vi) Recommendations of the student's teacher.

(2) **Course credit through examination.** Each district shall clearly identify all assessments used to determine proficiency for the purpose of obtaining credit through examination for required courses. Students may take assessments for this purpose before, during, or after enrollment in the course. Assessments of proficiency for this purpose shall require a demonstration of proficiency appropriate to the curriculum area and shall meet all of the following requirements:

(A) **Courses tested under the Oklahoma School Testing Program.** Credit by examination for courses that are tested under the Oklahoma School Testing Program ("OSTP") at 70 O.S. § 1210.508 shall require the student to obtain a proficient score on an assessment tool identified by the district in accordance with local school district policies.

(i) Credit by examination for secondary-level courses that are used to meet high school graduation requirements and are tested under the Oklahoma School Testing Program at 70 O.S. § 1210.508 shall require a score of at least "Proficient" or above in the criterion-referenced test that corresponds to the required course.

~~(ii) Credit by examination in lieu of completion of the required Carnegie units in secondary coursework for any course in a subject area identified in 70 O.S. § 1210.523 that requires an end-of-instruction examination shall require the student to obtain a score of "Proficient" or above on the end-of-instruction examination for the course administered pursuant to the provisions of 70 O.S. §§ 1210.508 and 1210.523.~~

~~(iii)~~ (i) Credit by examination for any elementary or middle level course shall require the student to obtain a score of "Proficient" or above on the criterion-referenced test that corresponds to the course for which the student seeks credit.

(B) **Courses not tested under the Oklahoma School Testing Program.** Credit by examination for courses not tested under the Oklahoma School Testing Program at 70 O.S. § 1210.508 shall require the student to obtain a proficient score on an assessment tool identified by the school district in accordance with local school district policies and approved by the local district board of education.

(i) Every school district shall ensure that each assessment tool identified for use to provide credit through examination pursuant to the provisions of this subparagraph meets all of the following requirements:

- (I) The assessment tool for the curriculum area requires a demonstration of proficiency that is appropriate to the subject area; and
- (II) The assessment tool for the curriculum area is aligned to the district's curriculum standards and accurately measures the student's demonstration of the sets of competencies in the current academic method and process standards most recently adopted by the State Board of Education.



(ii) Examples of types of appropriate assessment tools in curriculum areas not tested under the provision of the OSTP may include, but shall not be limited to:

- (I) A portfolio of student work;
- (II) A criterion-referenced assessment;
- (III) A student thesis;
- (IV) A student project;
- (V) A student performance or recital.

(3) **Students with disabilities.** Every evaluation or assessment tool administered to students in accordance with the provisions of this Section shall include necessary accommodations set forth in a student's IEP or Section 504 plan, if any. Accommodations to a proficiency assessment may be approved by a local district for students with disabilities. The appropriateness of such accommodations shall be determined on a case-by-case basis in accordance with the student's IEP or Section 504 plan.

(d) **Results of proficiency assessments.** Each district shall establish policies for student placement and/or promotion that include consideration of the results of assessments given in accordance with the provisions of this Section. Such policies shall ensure compliance with all of the following requirements:

(1) **Unsuccessful demonstration of proficiency.** Failure to demonstrate proficiency in an assessment provided in accordance with the provisions of this Section shall not be noted on the student's transcript.

(2) **Successful demonstration of proficiency.** Decisions regarding promotion of students who demonstrate proficiency in a required curriculum area in accordance with the provisions of this Section shall be determined in accordance with local school district policies and shall meet all of the following requirements:

(A) The school shall confer with **parents/guardians** in making decisions regarding student placement or promotion. Such factors as social, emotional and intellectual needs of the student should be considered.

(B) If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement which shall be included in the permanent record of the student.

(C) If a student is being assessed in a set of competencies that is part of a curriculum sequence, the student may demonstrate proficiency in any sequence recommended by the school district.

(D) Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:

- (i) Individualized instruction
- (ii) Correspondence courses
- (iii) Independent study
- (iv) Concurrent enrollment
- (v) Cross-grade grouping
- (vi) Cluster grouping
- (vii) Grade/course skipping
- (viii) Individualized education programs
- (ix) Supplemental online courses