

**Oklahoma Alternate Assessment  
Program (OAAP) Rubrics  
EOI U.S. History  
2013–2014**

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**Oklahoma Alternate Assessment Program**  
**Mapping Cut Scores from the 4-point Scale to the 6-point Scale**  
**August 2013**

**Background**

The Oklahoma Alternate Assessment Program (OAAP) Portfolio assessment is designed to assess students with the most significant cognitive disabilities. The Oklahoma State Department of Education (OSDE) has received feedback from educators regarding access limitations to required assessment items collected for the OAAP portfolio assessment.

In order to measure a broader range of performance, the OSDE decided to incorporate two lower score levels into the existing 4-point scale. The new scale, a 6-point scale, will have a scoring rubric that captures the performance of students functioning at extremely low levels of ability; hence, measuring the growth of this group of students. This method, while providing access to students functioning at lower levels, also satisfies Federal requirements for measuring grade-level academic content standards.

The OSDE made changes to the task specifications/rubrics as follows:

- created new score points of 1 and 2;
- changed the scoring range from 1–4 to 1–6;
- increased the existing score points by moving 1 to 3, 2 to 4, 3 to 5, and 4 to 6.

Even with the rubric extension, the same achievement standards are required for students to earn a Proficient score on the assessment. In other words, the performance level descriptors, which were derived from the expectations for student performance and guide the establishment of cut scores during standard setting, remain the same. Maintaining expectations of the existing performance levels removes the need for additional standard setting. In essence, score levels 1 and 2 in the new scoring rubric are added into the Unsatisfactory performance level. The section below describes the method and result of mapping the current cut scores to the new 6-point scale.

**Method**

From a scaling viewpoint, adding two score points below the existing scale results in a simple linear transfer of the scale by two (2) points. Those who would receive a score of three (3) points on the 4-point scale will now earn five (5) points on the 6-point scale. This linear relationship between the old and new scale presents a simple mapping solution: the new cut scores are computed by multiplying the number of objectives tested on a subject by two (2) score points and adding this product to the old cut score. The equation is as follows:

$$\text{New Cut Score} = \text{Old Cut Score} + [\text{Number of Objectives} \times 2]$$

For example, reading grade 3 has four (4) tasks that measure five (5) objectives. The maximum possible score on the 4-point scale is 20 points. The reading grade 3 cut scores for Limited Knowledge, Proficient, and Advanced levels are 8, 12, and 18, respectively (see Table 1). On a 6-point scale, the maximum possible reading grade 3 score becomes 30 points. When mapping the cut scores to the 6-point scale, the cut scores become 18, 22, and 28, respectively. For example,

$$\text{New cut score} = 8 + (5 \times 2) = 18$$

In this example, both the maximum possible score and the cut scores all shift by 10 points; since the number of objectives is multiplied by 2.

This method was validated through an examination of the impact data (percentage of students in each performance level) before and after the rubric and cut score transformations. A simulation study was conducted to compare the impact data when transforming cut scores from the 4-point scale to the

6-point scale. The results were identical—the percent classified into each of the performance levels was exactly the same. The mathematical explanation for this is if, for example, a student earns 16 points on the reading grade 3 test on the 4-point scale, this student is at the Proficient level (cut score of 12). After shifting to the 6-point scale, this student’s new score is 26 points and will still be classified in the Proficient level (transformed cut score of 22). In sum, because the raw scores and cut scores are transferred by the same constant, their spatial relationship remains the same.

Figure 1 demonstrates the mathematical association of the scale change using reading grade 3 as an example. Figure 1 shows that raw scores of 0 through 20 on the 4-point scale become 10 through 30 on the 6-point scale. The cut scores (8, 12 and 18 on the 4-point scale) shift in the same manner as raw scores (18, 22, and 28). The linear transformation maintains relations between raw scores and cut scores; hence, maintaining the integrity of achievement standards.

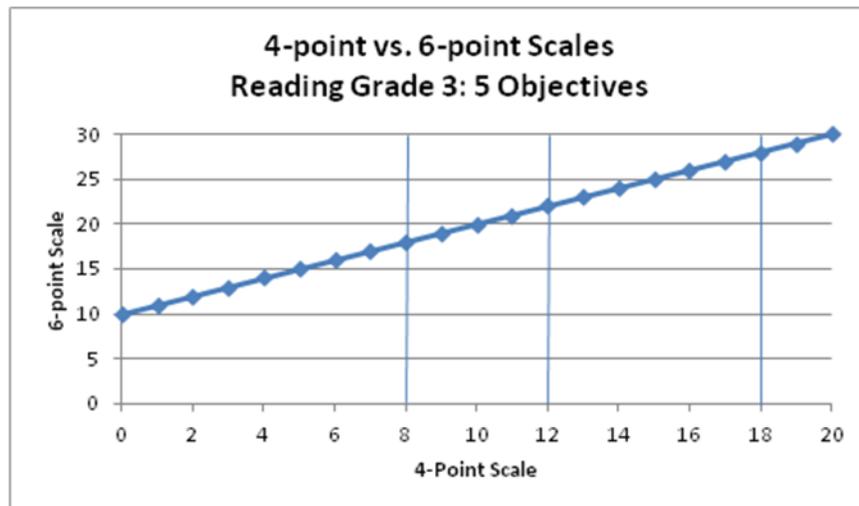


Figure 1: Relation between the 4-point and 6-point Scales

**Summary**

As a consequence of the above analyses, Pearson recommended moving from the 4-point scale to the 6-point scale by adding two points at the bottom of the scale and shifting the existing points by 2 and following the suggested methodology for transforming the cut scores. The existing cut scores for all OAAP subjects and grades on the 4-point and 6-point scales are presented in Table 1.

**Table 1: Cut Scores on the 4-point and 6-point Scales**

Subject	Grade	Number of Tasks	4-point Cut Scores			6-point Cut Scores		
			LK	Pro	Adv	LK	Pro	Adv
<b>Math</b>	3	5	8	12	18	18	22	28
	4	6	10	16	21	22	28	33
	5	5	7	12	17	17	22	27
	6	6	9	15	23	21	27	35
	7	5	6	13	19	16	23	29
	8	5	7	13	19	17	23	29
<b>Reading</b>	3	5	6	12	18	16	22	28
	4	5	6	11	17	16	21	27
	5	4	5	9	14	13	17	22
	6	4	5	10	14	13	18	22
	7	6	8	14	20	20	26	32
	8	6	8	14	21	20	26	33
<b>Science</b>	5	7	10	16	25	24	30	39
	8	9	14	22	32	32	40	50
<b>Social Studies</b>	5	8	13	20	29	29	36	45
	7	5	8	12	18	18	22	28
	8	6	9	15	22	21	27	34
<b>Writing</b>	5	5	5	11	18	15	21	28
	8	4	7	11	15	15	19	23
<b>Algebra I</b>	HS	4	6	10	15	14	18	23
<b>Algebra II</b>	HS	3	4	8	11	10	14	17
<b>Biology</b>	HS	10	16	25	35	36	45	55
<b>English II</b>	HS	9	14	22	31	32	40	49
<b>English III</b>	HS	7	10	17	25	24	31	39
<b>Geometry</b>	HS	4	5	10	15	13	18	23
<b>U.S. History</b>	HS	8	12	21	30	28	37	46

Based on peer review (consisting of experts in the fields of standards and assessment), the Oklahoma State Department of Education (OSDE) decided to increase the amount of videos included as part of the evidence to be collected by teachers for the OAAP Portfolio test. Video provides evidence that the task being performed aligns to the content/process standards being assessed. This provides an added measure to ensure content validity in the assessment. It minimizes bias and allows scorers to accurately assess the knowledge and skills of the student. For these reasons, the inclusion of videos signified a major improvement in the assessment. In addition to using the videos as evidence of student performance, the OSDE also uses them for monitoring of appropriate accommodations.

When you see the symbol below, a piece of video evidence is **required**.



# **End of Instruction (EOI)**

**U.S. History**

<b>EOI United States History</b>		
<b>Standard Measured</b>	<b>Industrial Revolution</b>	<b>US.2</b>
<b>Task Specification</b>	The student will identify major technological advances/inventions and reasons for U.S. immigration during the industrial revolution.	
<b>Objective: Industrial Revolution</b>	<b>(US.2)</b>	
<b>6 points</b>	Identify TWO major technological advances AND TWO reasons for U.S. immigration DURING the industrial revolution in 3 out of 4 trials.	
<b>5 points</b>	Identify ONE major technological advance/invention AND ONE reason for U.S. immigration DURING the industrial revolution in 3 out of 4 trials.	
<b>4 points</b>	Identify ONE reason people immigrated to the United States OR identify ONE major technological advance/invention OF the industrial revolution in 3 out of 4 trials.	
<b>3 points</b>	Identify ONE group that immigrated to the United States OR identify ONE technological advance/invention DURING OR BEFORE the industrial revolution in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to one group that immigrated to the United States OR respond when exposed to one technological advance/invention DURING OR BEFORE the industrial revolution in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to one group that immigrated to the United States OR react when exposed to one technological advance/invention DURING OR BEFORE the industrial revolution in 3 out of 4 trials.	
<b>Total points possible</b>	<b>6</b>	

**\*\*Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

**\*\*React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).



**EOI United States History**

**Standard Measured**      **Events in the U.S. in the era between the World Wars**      **US.4**

**Task Specification**      The student will identify how automobiles and the expanded use of electricity changed people's lives in the United States.

**Objective: Automobiles** **(US.4.1)**

<b>6 points</b>	Identify TWO ways the automobile (car) changed people's lives in 3 out of 4 trials.
<b>5 points</b>	Identify ONE way the automobile (car) changed people's lives in 3 out of 4 trials.
<b>4 points</b>	Identify ONE form of transportation people used before the automobile (car) in 3 out of 4 trials.
<b>3 points</b>	Identify ONE use of automobiles (cars) in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one use of automobiles (cars) in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one use of automobiles (cars) in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Electricity** **(US.4.2)**

<b>6 points</b>	Identify TWO ways the use of electricity changed people's lives in 3 out of 4 trials.
<b>5 points</b>	Identify ONE way the use of electricity changed people's lives in 3 out of 4 trials.
<b>4 points</b>	Identify ONE source of power before electricity in 3 out of 4 trials.
<b>3 points</b>	Identify ONE way people use electricity in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one use of electricity in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one use of electricity in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (US.4.1, US.4.2)** **12**

**\*\*Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

**\*\*React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).



**EOI United States History (continued)**

**Objective: Major powers of WWII**

**(US.5.3)**

<b>6 points</b>	Identify FOUR or more major powers/countries involved in World War II in 3 out of 4 trials.
<b>5 points</b>	Identify THREE major powers/countries involved in World War II in 3 out of 4 trials.
<b>4 points</b>	Identify TWO major powers/countries involved in World War II in 3 out of 4 trials.
<b>3 points</b>	Identify ONE major power/country involved in World War II in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one major power/country involved in World War II in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one major power/country involved in World War II in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (US.5.1, US.5.2, US.5.3)**

**18**

\*\***Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

\*\***React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

<b>EOI United States History</b>		
<b>Standard Measured</b>	<b>United States Since World War II</b>	<b>US.6</b>
<b>Task Specification</b>	The student will identify the significance of Martin Luther King, Jr., Rosa Parks, and the main goal of the Civil Rights Movement.	
<b>Objective: Civil Rights movement</b>		<b>(US.6)</b>
<b>6 points</b>	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify ONE goal of the Civil Rights Movement AND ONE success of the Civil Rights Movement in 3 out of 4 trials.	
<b>5 points</b>	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify the main goal of the Civil Rights Movement in 3 out of 4 trials.	
<b>4 points</b>	Identify Martin Luther King, Jr. OR Rosa Parks in 3 out of 4 trials.	
<b>3 points</b>	Identify ONE goal of the Civil Rights movement in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

**\*\*Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

**\*\*React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).