

**Oklahoma Alternate Assessment  
Program (OAAP)  
Grade 3 Rubrics  
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.

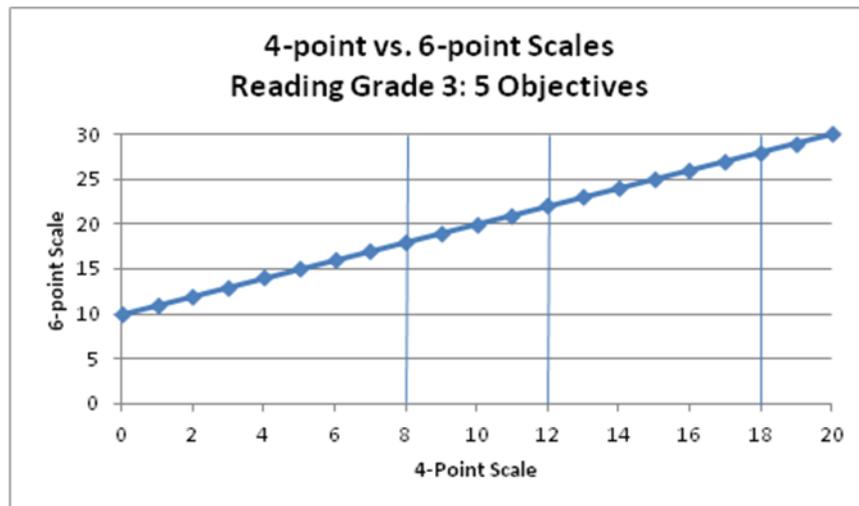


Figure 1: Relation between the 4-point and 6-point Scales

**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**.



# **Grade 3**

## **Mathematics**

<b>Grade 3 Mathematics</b>		
<b>Standard Measured</b>	<b>Patterns and Algebraic Reasoning</b>	<b>3.1</b>
<b>Task Specification</b> The student will describe the classification system used to categorize two groups of items.		
<b>Objective: Classification</b>		<b>(3.1)</b>
	<b>6 points</b>	Create and extend patterns in 3 out of 4 trials.
	<b>5 points</b>	Describe the classification system used to categorize two groups of items in 3 out of 4 trials.
	<b>4 points</b>	Categorize two groups of items into a classification system in 3 out of 4 trials.
	<b>3 points</b>	Sort objects by number, size, and other properties in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to objects sorted by number, size, and other properties in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to objects sorted by number, size, and other properties in 3 out of 4 trials.
	<b>Total points possible</b>	

<b>Grade 3 Mathematics</b>		
<b>Standard Measured</b>	<b>Number Sense and Operation</b>	<b>3.2</b>
<b>Task Specification</b> The student will compare and order quantities of objects to 10.		
<b>Objective: Portions</b>		<b>(3.2)</b>
	<b>6 points</b>	Add and subtract quantities to 10 in 3 out of 4 trials.
	<b>5 points</b>	Compare and order quantities of objects to 10 in 3 out of 4 trials.
	<b>4 points</b>	Indicate the greater of two collections of items in 3 out of 4 trials.
	<b>3 points</b>	Use a number in response to a request for descriptive information in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a number in response to a request for descriptive information in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a number in response to a request for descriptive information in 3 out of 4 trials.
	<b>Total points possible</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).

<b>Grade 3 Mathematics</b>		
<b>Standard Measured</b>	<b>Geometry</b>	<b>3.3</b>
<b>Task Specification</b>	The student will sort circular items from linear items.	
<b>Objective: Shapes</b>		<b>(3.3)</b>
	<b>6 points</b>	Identify objects that are circles and objects that are squares in 3 out of 4 trials.
	<b>5 points</b>	Sort circular items from linear items in 3 out of 4 trials.
	<b>4 points</b>	Identify linear items (e.g., squares, other 4 sided shapes, triangles, cubes, etc.) in 3 out of 4 trials.
	<b>3 points</b>	Identify circular items (e.g., circles, spheres, etc.) in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to circular items (e.g., circles, spheres, etc.) in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to circular items (e.g., circles, spheres, etc.) in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

<b>Grade 3 Mathematics</b>		
<b>Standard Measured</b>	<b>Measurement</b>	<b>3.4</b>
<b>Task Specification</b>	The student will indicate the value of coins.	
<b>Objective: Coin value</b>		<b>(3.4)</b>
	<b>6 points</b>	Solve problems using coins in 3 out of 4 trials.
	<b>5 points</b>	Indicate the value of coins in 3 out of 4 trials.
	<b>4 points</b>	Name coins (quarter, dime, nickel, penny) in 3 out of 4 trials.
	<b>3 points</b>	Sort coins from other similar objects (e.g., counters, etc.) in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to coins sorted from other similar objects (e.g., counters, etc.) in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to coins sorted from other similar objects (e.g., counters, etc.) in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

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# **Grade 3**

## **Reading**

**Grade 3 Reading**

**Standard Measured**                      **Vocabulary**    **3.2**

**Task Specification**                      The student will identify words in a variety of media (newspaper, radio, television, film, Internet, CDs, DVD, mail, magazine, billboards, signs, art, etc.).

**Objective: Vocabulary** **(3.2)**

	<b>6 points</b>	Identify the same word in three or more different media in 3 out of 4 trials.
	<b>5 points</b>	Identify the same word in two different media in 3 out of 4 trials.
	<b>4 points</b>	Match two words to corresponding pictures or objects in 3 out of 4 trials.
	<b>3 points</b>	Match a word to an object in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a word that matches an object in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a word that matches an object 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).

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<b>Grade 3 Reading</b>		
<b>Standard Measured</b>	<b>Comprehension/Critical Literacy</b>	<b>3.4</b>
<b>Task Specification</b>	The student will identify the main plot event(s) and character(s) from a text.	
<b>Objective: Plot events</b>		<b>(3.4.1)</b>
	<b>6 points</b>	Answer a question about a main plot event and answer a question about a minor plot event/detail in a story in 3 out of 4 trials.
	<b>5 points</b>	Answer a question about a main plot event in a story in 3 out of 4 trials.
	<b>4 points</b>	Identify the main plot event in a story in 3 out of 4 trials.
	<b>3 points</b>	Identify any plot event from a story in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a plot event from a story in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a plot event from a story in 3 out of 4 trials.
	<b>Total points possible</b>	<b>6</b>
<b>Objective: Character</b>		<b>(3.4.2)</b>
	<b>6 points</b>	Distinguish between and answer questions about major and minor characters in 3 out of 4 trials.
	<b>5 points</b>	Identify most important and less important characters in 3 out of 4 trials.
	<b>4 points</b>	Identify one important character in 3 out of 4 trials.
	<b>3 points</b>	Identify any character in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a character in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a character in 3 out of 4 trials.
	<b>Total points possible</b>	<b>6</b>
<b>Total points possible (3.4.1, 3.4.2)</b>		<b>12</b>

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<b>Grade 3 Reading</b>		
<b>Standard Measured</b>	<b>Research and Information</b>	<b>3.6</b>
<b>Task Specification</b>	The student will use the cover, pictures, and key words of the text to find information.	
<b>Objective: Find information</b>		<b>(3.6)</b>
<b>6 points</b>	Use the cover, pictures, and key words of the text to summarize information in text or media presentation in 3 out of 4 trials.	
<b>5 points</b>	Use the cover, pictures, and key words of the text to find information in 3 out of 4 trials.	
<b>4 points</b>	Use the cover, pictures, and key words of non-fiction text to find specific information in 3 out of 4 trials.	
<b>3 points</b>	Identify target information in the cover and in the pictures of a non-fiction book in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to target information in the cover and in the pictures of a non-fiction book in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to target information in the cover and in the pictures of a non-fiction book in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

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