

**Oklahoma Alternate Assessment
Program (OAAP)
Grade 7 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.

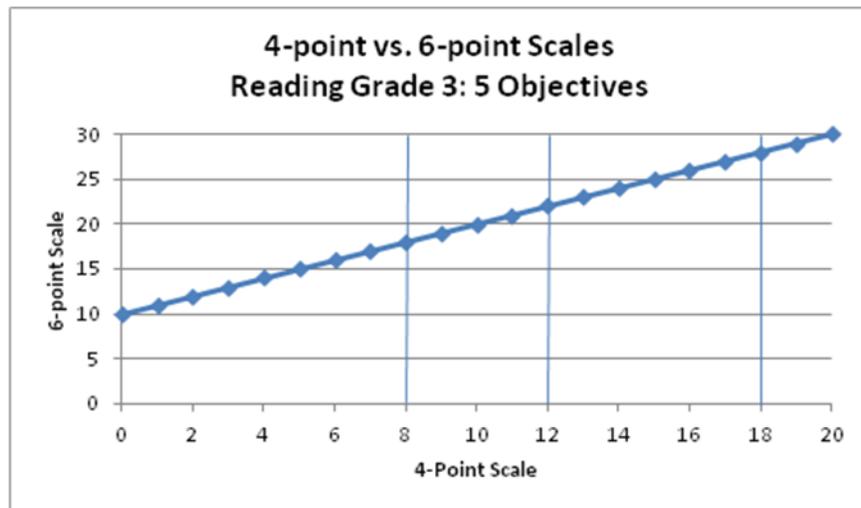


Figure 1: Relation between the 4-point and 6-point Scales

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
Math	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
Reading	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
Science	5	7	10	16	25	24	30	39
	8	9	14	22	32	32	40	50
Social Studies	5	8	13	20	29	29	36	45
	7	5	8	12	18	18	22	28
	8	6	9	15	22	21	27	34
Writing	5	5	5	11	18	15	21	28
	8	4	7	11	15	15	19	23
Algebra I	HS	4	6	10	15	14	18	23
Algebra II	HS	3	4	8	11	10	14	17
Biology	HS	10	16	25	35	36	45	55
English II	HS	9	14	22	31	32	40	49
English III	HS	7	10	17	25	24	31	39
Geometry	HS	4	5	10	15	13	18	23
U.S. History	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 7

Mathematics

Grade 7 Math		
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Standard Measured	Algebraic Reasoning	7.1
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Task Specification	The student will model one-step linear equations.
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Objective: Commutative property	(7.1)
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	6 points	Find solutions to a simple linear equation in 3 out of 4 trials.	
	5 points	Model one-step linear equations in 3 out of 4 trials.	
	4 points	Identify examples of the commutative property in 3 out of 4 trials.	
	3 points	Identify that an equation is two sets of equal things in 3 out of 4 trials.	
	2 points	Respond when exposed to an equation that is two sets of equal things in 3 out of 4 trials.	
	1 point	React when exposed to an equation that is two sets of equal things in 3 out of 4 trials.	
Total points possible			6

Grade 7 Math		
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Standard Measured	Number Sense and Operation	7.2
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Task Specification	The student will add and subtract single digit positive and negative integers using a number line.
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Objective: Positive and negative integers	(7.2)
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	6 points	Solve simple word problems using positive and negative integers in real world settings in 3 out of 4 trials.	
	5 points	Add and subtract single digit positive and negative integers using a number line in 3 out of 4 trials.	
	4 points	Describe positive and negative integers in real world settings in 3 out of 4 trials.	
	3 points	Identify positive and negative integers in 3 out of 4 trials.	
	2 points	Respond when exposed to positive and negative integers in 3 out of 4 trials.	
	1 point	React when exposed to positive and negative integers in 3 out of 4 trials.	
Total points possible			6

****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).

Grade 7 Math		
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Standard Measured	Geometry	7.3
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Task Specification	The student will classify triangles by lengths of sides (e.g., equilateral, isosceles) and types of angles (e.g., equiangular, right).
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Objective: Triangles	(7.3)
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	6 points	Classify triangles by lengths of sides as listed in the score point 3 rubric and include scalene triangles, and classify triangles by types of angles as listed in the score point 3 rubric and include acute and obtuse angles in 3 out of 4 trials.	
	5 points	Classify triangles using lengths of sides (e.g., equilateral, isosceles) and types of angles (e.g., equiangular, right) in 3 out of 4 trials.	
	4 points	Identify differences in triangles in 3 out of 4 trials.	
	3 points	Identify congruent triangles in 3 out of 4 trials.	
	2 points	Respond when exposed to congruent triangles in 3 out of 4 trials.	
	1 point	React when exposed to congruent triangles in 3 out of 4 trials.	
	Total points possible		6

Grade 7 Math		
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Standard Measured	Measurement	7.4
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Task Specification	The student will measure the perimeter of different objects in real world settings.
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Objective: Perimeter	(7.4)
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	6 points	The student will calculate the perimeter of an object given its dimensions in 3 out of 4 trials.	
	5 points	The student will measure the perimeter of different objects in real world settings in 3 out of 4 trials.	
	4 points	Identify a perimeter in 3 out of 4 trials.	
	3 points	Define what perimeter means in 3 out of 4 trials.	
	2 points	Respond when exposed to the definition of what perimeter means in 3 out of 4 trials.	
	1 point	React when exposed to the definition of what perimeter means in 3 out of 4 trials.	
	Total points possible		6

****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).

Grade 7

Reading

Grade 7 Reading

Standard Measured	Comprehension/Critical Literacy	7.3
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Task Specification	The student will describe characteristics of the main characters, ideas, and events.
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Objective: Characters (7.3.1)

 Video Required	6 points	Describe how the characteristics of the main characters were used to revise predictions in 3 out of 4 trials.
	5 points	Compare characteristics of two main characters in 3 out of 4 trials.
	4 points	Identify characteristics of the main characters in 3 out of 4 trials.
	3 points	Identify the main characters in 3 out of 4 trials.
	2 points	Respond when exposed to the main characters in 3 out of 4 trials.
	1 point	React when exposed to main characters in 3 out of 4 trials.
	Total points possible	6

Objective: Author's message (7.3.2)

 Video Required	6 points	Describe how an author's message can be used to revise predictions in 3 out of 4 trials.
	5 points	Compare two authors' messages in 3 out of 4 trials.
	4 points	Describe the author's message in a text in 3 out of 4 trials.
	3 points	Identify a message of the author in 3 out of 4 trials.
	2 points	Respond when exposed to a message of the author in 3 out of 4 trials.
	1 point	React when exposed to a message of the author in 3 out of 4 trials.
	Total points possible	6

Objective: Events (7.3.3)

 Video Required	6 points	Describe how the characteristics of the main events were used to review predictions in 3 out of 4 trials.
	5 points	Compare characteristics of the main events in 3 out of 4 trials.
	4 points	Identify characteristics of the main events in 3 out of 4 trials.
	3 points	Identify an important main event in 3 out of 4 trials.
	2 points	Respond when exposed to an important main event in 3 out of 4 trials.
	1 point	React when exposed to an important main event in 3 out of 4 trials.
	Total points possible	6

Total points possible (7.3.1, 7.3.2, 7.3.3)	18
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****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).

Grade 7 Reading		
Standard Measured	Literature	7.4
Task Specification	The student will explain the different characteristics of literary genres.	
Objective: Genres		(7.4)
	6 points	Identify the literary genre of a text in 3 out of 4 trials.
	5 points	Match three samples to the right category of literary genre in 3 out of 4 trials.
	4 points	Identify a novel in 3 out of 4 trials.
	3 points	Identify a poem in 3 out of 4 trials.
	2 points	Respond when exposed to a poem in 3 out of 4 trials.
	1 point	React when exposed to a poem in 3 out of 4 trials.
	Total points possible	

Grade 7 Reading		
Standard Measured	Research and Information	7.5
Task Specification	The student will use maps, charts, and illustrations to access information.	
Objective: Access information		(7.5)
	6 points	Organize information in text or media presentation, and document at least two reasonable sources of information for answering a question in 3 out of 4 trials.
	5 points	Locate and use a map, a chart, and an illustration that contains useful information about a selected topic in 3 out of 4 trials.
	4 points	Identify at least two valuable sources of information about a selected topic in 3 out of 4 trials.
	3 points	Identify a map, a chart, and an illustration in 3 out of 4 trials.
	2 points	Respond when exposed to a map, a chart, and an illustration in 3 out of 4 trials.
	1 point	React when exposed to a map, a chart, and an illustration in 3 out of 4 trials.
	Total points possible	6

****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).

Grade 7

Geography

Geography		
Standard Measured	Maps	7.1
Task Specification	The student will identify the relationship between actual geographical features and representations of those features on maps.	
Objective: Maps		(7.1)
6 points	Identify three or more geographical features (in a model, drawing, illustration, photograph, and/or other graphic materials) AND Identify their representations in a map in 3 out of 4 trials.	
5 points	Identify two geographical features (in a model, drawing, illustration, photograph, and/or other graphic materials) AND Identify their representations in a map in 3 out of 4 trials.	
4 points	Identify one geographical feature (in a model, drawing, illustration, photograph, or other graphic materials) AND Identify its representation in a map in 3 out of 4 trials.	
3 points	Identify one geographical feature in 3 out of 4 trials.	
2 points	Respond when exposed to one geographical feature in 3 out of 4 trials.	
1 point	React when exposed to one geographical feature in 3 out of 4 trials.	
Total points possible	6	

Grade 7 Geography		
Standard Measured	Cultural and Physical Regions of the World	7.2
Task Specification	The student will sequence a series of city and regional changes over time.	
Objective: Sequence changes		(7.2)
6 points	Sequence a series of FOUR city or regional changes over time in 3 out of 4 trials.	
5 points	Sequence a series of THREE city or regional changes over time in 3 out of 4 trials.	
4 points	Recognize TWO changes in a city or region over time in 3 out of 4 trials.	
3 points	Recognize ONE change in a city or region over time in 3 out of 4 trials.	
2 points	Respond when exposed to ONE change in a city or region over time in 3 out of 4 trials.	
1 point	React when exposed to ONE change in a city or region over time in 3 out of 4 trials.	
Total points possible	6	

****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).

Grade 7 Geography		
Standard Measured	Interactions of Physical Systems	7.3
Task Specification	The student will describe the impact of natural disasters.	
Objective: Natural disasters		(7.3)
6 points	Describe AT LEAST TWO types of natural disasters AND describe AT LEAST TWO impacts of those SAME types of natural disasters in 3 out of 4 trials.	
5 points	Describe ONE type of natural disaster AND describe AT LEAST ONE impact of those SAME types of natural disasters in 3 out of 4 trials.	
4 points	Identify ONE kind of natural disaster AND Identify ONE impact of that same OR another kind of natural disaster in 3 out of 4 trials.	
3 points	Identify ONE type of natural disaster OR Identify one impact of a natural disaster in 3 out of 4 trials.	
2 points	Respond when one type of natural disaster OR its impact is identified in 3 out of 4 trials.	
1 point	React when one type of natural disaster OR its impact is identified in 3 out of 4 trials.	
Total points possible	6	

****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).

Grade 7 Geography		
Standard Measured	Human Systems	7.4
Task Specification	The student will compare and contrast common characteristics of two world cultures (e.g., language, food, and money systems).	
Objective: World cultures		(7.4)
6 points	Compare TWO or more culture traits AND contrast TWO or more culture traits of any TWO or more world cultures in 3 out of 4 trials.	
5 points	Compare ONE culture trait AND contrast ONE culture trait of any TWO world cultures in 3 out of 4 trials.	
4 points	Compare ONE or more culture traits of any TWO countries or world cultures in 3 out of 4 trials.	
3 points	Identify ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.	
2 points	Respond when exposed to ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.	
1 point	React when exposed to ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.	
Total points possible	6	

Grade 7 Geography		
Standard Measured	Interactions of Humans and Their Environments	7.5
Task Specification	The student will describe ways that people adapt to their climate and environment (e.g., different types of houses and clothing).	
Objective: Adaptations		(7.5)
6 points	Describe three or more ways people adapt to their climate and environment in 3 out of 4 trials.	
5 points	Describe two ways people adapt to their climate and environment in 3 out of 4 trials.	
4 points	Describes one way people adapt to their climate and environment in 3 out of 4 trials.	
3 points	Describe one characteristic of his/her own climate or natural environment in 3 out of 4 trials.	
2 points	Respond when exposed to one characteristic of his/her own climate or natural environment in 3 out of 4 trials.	
1 point	React when exposed to one characteristic of his/her own climate or natural environment in 3 out of 4 trials.	
Total points possible	6	

****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).