

Oklahoma Core Curriculum Tests



2010–2011 Test Interpretation Manual

Grades 3–8
End-of-Instruction (EOI)





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Purpose of the Test Interpretation Manual

This *Test Interpretation Manual* contains information about interpreting the results from the Oklahoma School Testing Program (OSTP). Its primary purpose is to help Oklahoma teachers and administrators better understand and use the information contained on the score reports associated with the Grades 3–8 and End-of-Instruction (EOI) Oklahoma Core Curriculum Tests (OCCT). This manual provides the following:

- ❑ Overview of the Grades 3–8 and End-of-Instruction OCCT
- ❑ Definitions of terms and concepts appearing on the score reports
- ❑ Samples of the major score reports (using simulated data)
- ❑ Descriptions of the content covered in each subject test for the Grades 3–8 and End-of-Instruction OCCT and the associated performance levels
- ❑ Descriptions of the Oklahoma Performance Index (OPI)
- ❑ Suggestions for using the OCCT results at the student, class, school, district, and state levels

Oklahoma Core Curriculum Tests (OCCT)

Almost two decades ago, the Oklahoma State Department of Education, educators, and many Oklahomans from across the state talked about public education in Oklahoma, set a vision, and developed exemplary state curriculum standards and a testing program to measure student achievement relative to those standards. During the 1993–94 school year, committees of Oklahoma educators established *Priority Academic Student Skills (PASS)* as the set of academic skills and knowledge public school students are expected to master at each grade level. As mandated by statute, *PASS* was revised in 1996, in 1999, and again in 2002. The 2009–2010 End-of-Instruction tests are aligned with the 2002 *PASS* standards (with minor revisions implemented for the various content areas in 2006, 2007, and 2009).

Oklahoma law states that tests shall be administered to every student enrolled in a tested grade in the public schools of Oklahoma. Also, as mandated in Title 70.O.S. §1210.508, students who have completed instruction for specified secondary-level competencies complete End-of-Instruction tests for those competencies in order to graduate from high school. Students can retake the tests once, prior to graduation. The highest-achieved performance level is entered on a permanent record included in the student’s high school transcript. Beginning with the freshman class of 2008–2009, Oklahoma students are required to pass ACE English II, ACE Algebra I, and two of the other five End-of-Instruction tests in order to graduate from high school. Students will be allowed multiple retakes of the End-of-Instruction tests or allowed to substitute approved alternate tests in order to meet this requirement.

Oklahoma stakeholders are active participants in the development of test items. Each year, test items are reviewed and approved by committees of teachers from across the state and by State Department of Education (SDE) representatives. Pearson Educational Measurement (PEM) and SDE representatives then review the performance of the test items and make final recommendations for placement in the item pool for future use on tests.

OCCT scores are intended for criterion-referenced interpretations that involve comparing an individual’s performance in an achievement domain to the expected competencies. The focus is on measuring a student’s achievement with respect to *PASS*.

OCCT Testing Dates

The Oklahoma Core Curriculum Tests are part of the OSTP. The Oklahoma State Board of Education sets all administration dates for the OCCT. Spring tests, with the exception of Grades 5 and 8 Writing, may not be administered before April 10th of each year.

During the 2010–2011 school year, OCCT tests were administered during the dates listed in the table below. Reports for parents, schools, and districts are printed and shipped to the districts to arrive in July of each year.

2010–2011 OCCT

Test Administration	EOI							
	Algebra I	Algebra II	Geometry	English II	English III	Biology I	U.S. History	English II /III Writing
Winter	November 29, 2010 - December 17, 2010 (Online testing extended to January 7, 2011)							Writing December 7, 2010
	★	★	★	★	★	★	★	★
Trimester	January 17, 2011 - February 18, 2011 (Online testing extended to February 25, 2011)							Writing January 25, 2011
	★	★	★	★	★	★	★	★
Spring	April 18, 2011 - May 13, 2011 (Online testing extended to May 20, 2011)							Writing April 19-20, 2011
	★	★	★	★	★	★	★	★
Summer	June 6, 2011 - July 29, 2011							Writing June 6, 2011 - July 29, 2011
	★	★	★	★	★	★	★	★
Grade	Grades 3 - 8							
	Mathematics	Reading	Science	Social Studies	Geography	U.S. History	Writing	
Spring	April 11, 2011 - May 6, 2011 (Online testing extended to May 11, 2011)							
Grade 3	★	★						
Grade 4	★	★						
Grade 5	★	★	★	★				★ March 9-10, 2011
Grade 6	★	★						
Grade 7	★	★			★			
Grade 8	★	★	★			★		★ March 9-10, 2011

OCCT Components and Concepts

This section describes the key components and concepts that ensure the validity and reliability of the OCCT program, as well as the reports that are produced.

Priority Academic Student Skills (PASS): The purpose of the OCCTs is to obtain information about the performance of Oklahoma students to ensure they meet high academic standards and to evaluate the success of the core curriculum as presented in the *Priority Academic Student Skills (PASS)*. *PASS* represents the portion of the Oklahoma core curriculum in the subject areas assessed in the OCCTs. These skills are grouped into standards, with specific objectives detailed for each standard.

The Oklahoma State Department's Web site provides all *PASS* standards and objectives for each grade and each subject along with many additional resources about the OCCTs.

Item Response Theory and the Oklahoma Performance Index (OPI) Scale Score: Item Response Theory (IRT) is a modern approach to test scoring that is based on the idea that a correct answer to a test item is a function of both the item and the ability of the student. One advantage of using IRT is that it can provide information about guessing the difficulty of the item and how well the item discriminates among students with different abilities.

Since test forms vary in difficulty from one administration to another, raw scores cannot be compared directly. Gains or reductions in raw score may simply be due to differences in item difficulty and may not represent a change in student performance. IRT is used in the Oklahoma State Testing Program to provide a scale—the Oklahoma Performance Index (OPI)—that is common to all test forms. This allows meaningful comparisons of student performance across test administrations. In other words, changes in test scores can be attributed to student performance rather than changes in form difficulty.

Course Grades and Test Scores—A Caution: The use of percent correct based on a student's performance on a standardized test in the assignment of course grades is an incorrect use of test scores. Large-scale, standardized tests are designed to assess a range of student ability and do not map over to the typical means of computing course grades. For instance, course grades of A are usually associated with a percentage range of 91% to 100%, B with a range of 81% to 90%, and so on. Tests and the cut scores on the tests that divide students into performance levels are not established from this frame of reference.

The OCCT assessments are designed to assess the *PASS* frameworks for a wide range of abilities, and cut scores are established through a content-based judgment process where committees are asked to make judgments mapping expectations of student performance to performance on a range of items. When making these judgments, committee members do not consider percent correct; they only match expectations of student performance to the knowledge, skills, and ability assessed by the items. As a result, scoring in the Advanced performance level does not necessarily mean they scored a percent correct of 91% or higher; it means they have mastered the content expected of an Advanced student.

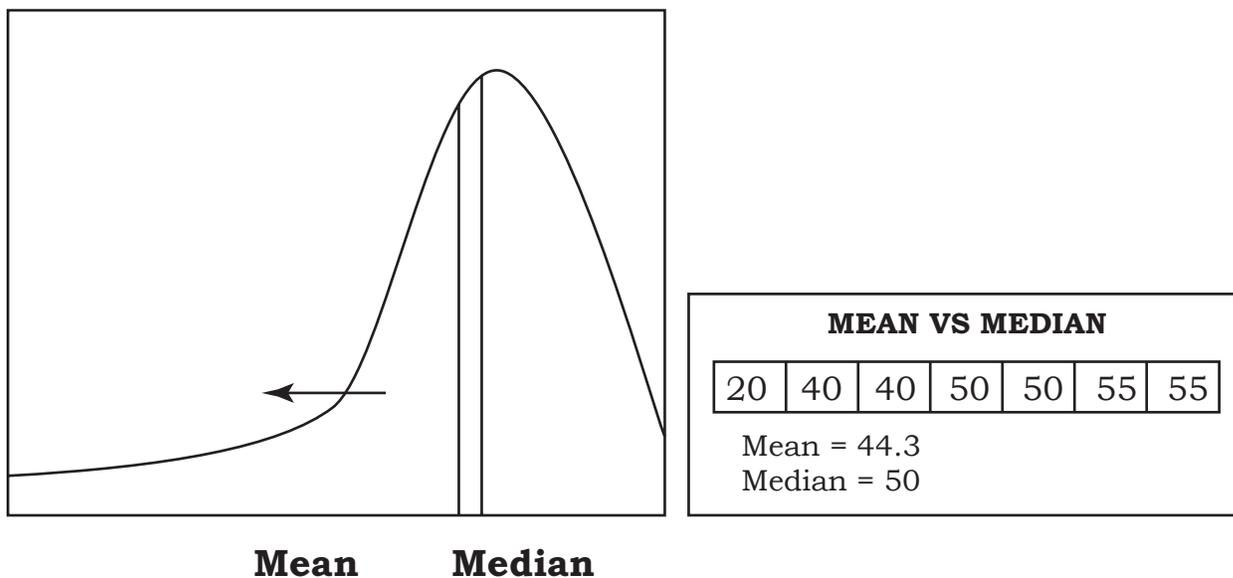
Criterion-Referenced Test: This is an assessment which allows its users to describe an individual student's performance without referring to the performance of other students. In other words, a student's performance can be described in terms of absolute levels of proficiency. For example, the specific learning tasks a student is able to perform can be described, the percentage of tasks a student is able to perform can be indicated, or a student's task performance can be compared to a set of performance standards.

OCCT COMPONENTS AND CONCEPTS

In practice, a test is built as either a criterion-referenced test (CRT) or a norm-referenced test (NRT), and the method of construction maximizes either a norm-referenced interpretation or criterion-referenced interpretation. There are basically four differences between these two methods of building a test.¹

Criterion-Referenced Test	Norm-Referenced Test
<ul style="list-style-type: none"> Covers a delimited domain of learning tasks with a relatively large number of items measuring each specific task. 	<ul style="list-style-type: none"> Focuses on a large domain of learning tasks with a few items measuring each specific task.
<ul style="list-style-type: none"> Focuses on describing learning tasks students can perform. 	<ul style="list-style-type: none"> Focuses on discriminating among students in relation to relative level of learning.
<ul style="list-style-type: none"> Test constructors typically try to match the difficulty of an item to learning tasks. 	<ul style="list-style-type: none"> Test constructors prefer items of average difficulty and typically omit very easy and very hard items.
<ul style="list-style-type: none"> Interpretation of a CRT requires a clearly defined group. 	<ul style="list-style-type: none"> Interpretation of an NRT requires a clearly defined achievement domain.

Median: The median is the middle score in a set of ordered scores. It is the most accurate measurement of central tendency in a distribution of scores that are skewed toward a criterion rather than distributed according to a normal curve. As the median resists the effect of skewness in a criterion-referenced test (CRT), the median is a better measure of central tendency than the mean because it is not affected by extreme scores.



Percentage: The percentage of students scoring at each level is frequently reported for the performance levels. This is calculated by dividing the number of students scoring in a given performance level by the total number of students tested.

¹ Robert L. Linn and Norman E. Gronlund, *Measurement and Assessment in Teaching*, 8th ed., Prentice Hall, Upper Saddle River, 1999

Standard/Objective Obtained Score and Percentage: Reports include the obtained score and the corresponding percentage for each standard with six or more items and each objective with four or more items. Reporting of the obtained standard/objective score provides diagnostic information to teachers, parents, and students regarding the strengths and weaknesses of the student in a given content area. In obtained score reporting, if a student answered three out of four items in one standard correctly, three would be reported as the obtained score and 75 percent as the corresponding percentage. **Note:** Because the number of items at the standard/objective level and their characteristics vary from year to year, obtained scores across different test forms are not directly comparable. Similarly, obtained scores aggregated at the school or district level should not be compared across years.

OPI Score: The Oklahoma Performance Index (OPI) is a scaled score resulting from the mathematical transformation of the number-correct scoring. There is a one-to-one relationship between the raw-score and the OPI score; for each raw-score there is a corresponding OPI score. These scaled scores are used to report an objective measure of achievement within a given subject area and to place students in one of the four performance levels. The OPI scores are unique to each subject area and cannot be used to make comparisons between subject areas, such as comparing a student's OPI score across different subject areas in terms of strengths and weaknesses. Instead, it is the student's performance-level placement that can be used to make these kinds of comparisons.

Performance Level: A specific level of performance is defined by a range of OPI scores. There are four performance levels—Advanced, Proficient/Satisfactory, Limited Knowledge, and Unsatisfactory. The performance level indicates that the student can perform some or most of what is described for that level and all that is described in the level below. Students who can perform the majority of what is described for a level may also be able to perform some of what is described in the next level but not enough to have reached the level.

Performance-Level Descriptors: These are written statements (short or long descriptors) describing performance levels in terms of what students have learned and can do. (Performance-level descriptors for the OCCT are documented elsewhere in this manual.) These statements give meaning to the score by linking the skills being measured to expected outcomes. Short descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient/Satisfactory, Limited Knowledge, Unsatisfactory. Long descriptors give detailed listings of the knowledge and skills typically possessed by students in the applicable category (Advanced, Proficient/Satisfactory, Limited Knowledge) for each standard and/or objective within the category. These descriptors appear on the Oklahoma State Department of Education Web site at <http://sde.state.ok.us/AcctAssess/core.html>.

Test Forms, Raw Scores, and Performance Levels—A Caution: During some test administrations, more than one operational form of a test may be used. The set of operational forms can include equivalent forms, Braille forms, retest forms, and more than one core form. Although Pearson makes an effort to ensure that concurrently-developed test forms are of equal difficulty, sometimes two forms have slightly different difficulty levels. When this occurs, it is psychometrically appropriate for the two forms' raw cut scores to differ in order to maintain fairness across forms. Such differences in raw cut scores across forms are rare, and when they do occur they are usually very small (e.g., the Advanced cut for example form A and example form B may differ by 1 raw score point due to minor differences in form difficulty).

Cut scores on the reportable scale score metric are not affected by form differences in difficulty because steps are taken to adjust for differences in form difficulty when converting raw scores to scale scores. Therefore, although some forms may have different raw score cuts at one or more performance level, the scale score cuts will always be consistent across forms that are administered during the same testing window.

Analytic Writing Score: A writing analysis score with a range from 1 through 4 is assigned to each of five analytic traits: 1) Ideas and Development; 2) Organization, Unity, and Coherence; 3) Word Choice; 4) Sentences and Paragraphs; and 5) Grammar, Usage, and Mechanics.

Composite Writing Score: This is a score derived, in part, by assigning various weights to five analytic traits. The weights are assigned as percentages based upon the importance of each trait as supported by empirical evidence.

Using Test Results at the Student, Class, School, District, and State Levels

Building Understanding

Understanding is the key to using the test results constructively at any level. Prior sections of this manual discuss the history and purpose of the OSTP and key components and concepts of OCCT. Later sections in this manual describe score reports and each OCCT test for Grades 3–8 and EOI.

Understanding the Test Content

The OCCT is a sampling of the skills and content specified in the *PASS* standards and objectives. Informed use of the OCCT results for individual students, classes, schools, or districts begins with a comprehensive understanding of both the *PASS* standards and objectives and the test content descriptions contained in this manual. By comparing the *PASS* standards and objectives and the test content descriptions with local curriculum and instructional practices, teachers and school administrators are in a better position to anticipate, explain, and act upon OCCT results.

Understanding the Performance-Level Descriptors

Student performance on the OCCT is classified into one of four performance levels: Advanced, Proficient/Satisfactory, Limited Knowledge, or Unsatisfactory. The names of the performance levels clearly convey a message about the level of student performance. However, it is also important to become familiar with the performance-level descriptors to completely understand each performance level and the specific knowledge and skills that a student must be able to demonstrate at each level. A level of knowledge that one district has regarded as Proficient may only meet the state's definition of Limited Knowledge. School personnel who understand the distinctions between the performance levels are in a much stronger position to make full use of the OCCT results.

Understanding the Writing Score

The Grade 5 and Grade 8 Writing test and the Writing portion of the ACE English II and ACE English III End-of-Instruction OCCT are different from the other content-area tests in that student performance is measured through one direct writing sample. To make the best use of the writing test results, there are several factors that must be understood: the conditions under which students produced their writing, how students' writing samples are scored, and how the results are reported. These factors are discussed in other sections of this manual.

The Writing assessment sample differs from in-class writing in two ways. First, the Writing assessment sample is used to provide a general indication of a student's writing performance from one specific topic. In the classroom and other settings, students engage in several types of writing (e.g., narrative, descriptive, expository, persuasive) in several different formats (e.g., letters, essays, reports). Specific knowledge and skills are required to produce each type of writing. Secondly, the Writing assessment sample is an example of on-demand writing in a paper-and-pencil format. In other settings, students may be required to produce writing samples that have been extensively researched, reviewed, and edited using all available resources. Each type of writing (assessment and in-class writing) is important and should be considered to obtain a complete picture of a student's writing performance. A student's score on a writing prompt is reported based on the composite score.

For Grade 5 and Grade 8 students, Writing scores are provided in Writing test reports. For End-of-Instruction students, Writing scores are included as part of the ACE English II and ACE English III reports.

Understanding the OPI, Scoring, and Performance Levels

It is important to understand the relationship between the OPI, scoring, and performance levels to be able to correctly interpret and use the information from the test. There is a direct one-to-one relationship between the number-correct score and the OPI: the students with higher number-correct scores get higher OPIs.

The OPI score for an individual student is translated into a given performance level. The relationship between the OPI score and the performance levels (Advanced, Proficient/Satisfactory, Limited Knowledge, and Unsatisfactory) allows for criterion-referenced interpretations. Each performance level represents a range of OPI scores. For example, on the End-of-Instruction ACE Algebra I test, the performance of a student earning an OPI score of 700 and the performance of a student earning an OPI score of 740 are both classified at the Proficient level. The performance of the student with a score of 700 is more similar to the performance of a student scoring 690 (Limited Knowledge) than it is to the student scoring 740. Understanding where within the performance level a student has scored and what it would take to move him or her to the next performance level enables the teacher to more effectively use the test results for instructional purposes.

For the OPI score ranges that define the performance levels for each OCCT assessment, refer to the section for each subject test in *Test Content and Performance Descriptors* later in this manual.

Interpreting and Using Test Results

Student Level

Individual student results from a statewide test serve to indicate the extent to which a student is meeting the state curriculum standards, allowing teachers to monitor student progress, improve instruction, and promote student achievement. Results from the EOI tests can be used to identify a student's relative strengths and weaknesses within the given subject area. The teacher can then adjust instruction and help improve the academic skills of individual students.

It is important to remember that a test score represents a single snapshot of a student's performance. If the student had a bad day, the test score may underestimate his or her true level of achievement. Under other circumstances, a test score may overestimate a student's level of achievement. For example, a student's test score may be inflated if he or she was able to demonstrate certain knowledge recently read in a book or seen in a movie.

Student test results are returned to the school site in July of each year to be shared with students, parents, and teachers. These results should confirm results of the year-long classroom assessment activities.

Class Level

Moving beyond individual student results involves aggregating the test scores for students in particular groups of interest. The class is the first level of aggregation for results from the OCCT. Class results are useful to the teacher in reviewing how well the classroom curriculum aligns with the state curriculum standards.

The teacher can then look for patterns of performance that will help shape instruction. The Class Summary Report, for example, allows a teacher to examine both the distribution of the class performance across performance levels and the pattern of the class performance across the standards and objectives assessed.

By adjusting the curriculum to address patterns of academic need, the teacher can help promote student achievement.

Distribution of Students' Performance Across Performance Levels by Subject Area

In any given subject area, the distribution of students' performance across performance levels provides an overview of the achievement level of the class in that subject. The Class Summary Report provides an overview of class achievement on each standard and objective, as well as the number and percentage of students who scored at each performance level.

Pattern of Students' Performance Across Standards and Objectives Within Subject Area

There are two steps that teachers can follow to gather useful information from the results at the standards and objectives level:

1. Identify any glaring differences in class performance across standards and objectives; and
2. Determine whether there are any major differences between the pattern of class performance across standards and objectives and the patterns found at the school, district, and state levels.

If any differences are found in Steps 1 and 2, the teacher can then begin to evaluate:

- those differences in the larger context of student performance throughout the year;
- the topics the class covered prior to testing; and
- the content and skills emphasized in the school curriculum compared to the content and skills measured on the test.

The teacher can then adjust the curriculum or the emphasis placed on certain skills to improve instruction and promote student achievement.

School and District Levels

Test results at the school and district levels are discussed together because the similarities in the types of analyses conducted and interpretations made with these results outweigh the distinctions. In practice, reviewing a large district's test results may be comparable to reviewing state-level results. Likewise, reviewing a small school may be more like reviewing a class than a school, and reviewing a large school may be more like reviewing a district.

When test results are aggregated beyond the class level, the focus of their use and interpretation shifts. To this point, the focus has been on the results of individual students. The teacher or teachers analyzing students' test scores would have worked directly with those students. Although the same types of analyses described for class results can be performed at the school or district level, the focus is on groups of students rather than on individuals.

At the school and district levels, OCCT results can be used as part of the ongoing evaluation of curriculum and instructional programs. Using the analyses described previously, strengths and weaknesses across the curriculum and within content areas can be identified and monitored over time with a thorough review of test scores.

When examining test results at the school or district level, it is also possible to begin to disaggregate, or reaggregate, the test scores. Differences in performance among various subgroups of students may be hidden within results for the entire school or district. The school and district reports provide OCCT results for All Students, Special Education Students, English Language Learners, Non-English Language Learners, Full/

Non-Full Academic Year Students, and Regular Education Students. The All Students category is further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch. The Regular Education Students category is further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch. These reporting categories include areas where differences in test scores or classroom performance have been found historically.

A school or district may identify other groups of students whose test results should also be examined. For example, a school with a new tutoring program in reading may want to compare the test results of students who participate in the program with those who do not. A high school that receives students from three middle schools may wish to compare EOI test results for students from the three schools. A school district or site with a high mobility rate may find it useful to compare the test results of Full Academic Year students with Non-Full Academic Year students.

It is important, however, to proceed cautiously when using test results for small groups of students (less than 10). Test results based on small numbers of students can be unstable, fluctuating markedly from year to year. To help alleviate this problem, smaller schools might pool results from two or more years of testing.

Examining OCCT results at the school and district levels offers the opportunity for all teachers to become involved in the evaluation of curriculum and instruction. Too often when tests are administered at the secondary level, undue focus and pressure are placed on secondary-level teachers. There is no question that the process that results in students achieving the *PASS* standards at the secondary level begins well before students reach this level. An entire faculty or content-area team that examines school and district test results can help in developing a coordinated curriculum that will relieve pressure on secondary-level teachers.

State Level

Test results describe the achievement of the students in the state in the subjects tested. Because state scores are based on the population of students statewide, they are more stable. Unlike class, school, or even district results described previously, state results are less likely to fluctuate from year to year due simply to chance differences in the cohort of students tested.

However, the state is not a class, school, or district. The connection between state and individual student test results is weaker than the connection between state and class, school, or district test results. It is not until state test results are disaggregated that they can be most useful for improving instruction and student achievement.

Similar to school and district results, state test results are disaggregated to examine the performance of particular groups of students. The next level of reaggregation would be to use the test results as part of the evaluation of programs implemented and funded by the state. Additionally, the results of the state tests can be used to identify best practices or programs that appear to be successful in one or more districts across the state.

Interpreting Reports

This section provides information about the 2010–2011 OCCT score reports. The score reports are designed to clearly convey information that will inform classroom instruction and guide curriculum decisions at the classroom, school, and district levels.

Presented in this section are samples of the following reports, along with explanations of the key elements of the reports:

- Student Report
- Student Label
- Student Roster by Student Name
- Student Roster by OPI Score
- Class Summary Report
- Summary Report (School and District)

For all reports presented in this manual, identifying information, such as student names/data and school/district names, has been removed to protect confidentiality.

Student Reports

The Student Report communicates to students, parents, and schools the test results of an individual student and shows the extent of mastery of the Oklahoma *Priority Academic Student Skills* of a particular subject.

1 Heading includes the testing administration window, grade and/or content area for the results being presented. A separate report is produced for each content area tested.

2 This section contains the student name, state student ID, and birth date. Identifying information for the school and district are also provided.

3 Message from Oklahoma’s State Superintendent of Education, Janet Barresi.

4 Shows the performance level achieved by the student. Each performance level has a range of scaled scores that places the student in a specific level. This is called the Oklahoma Performance Index (OPI).

5 The checked box indicates the performance level attained by the student.

6 Contact information for the Oklahoma State Department of Education and Web site resources for additional information about the assessments. Resources are also provided to help prepare your student for success.

STUDENT REPORT

Oklahoma Core Curriculum Tests
1 End-of-Instruction – Spring 2011

For the family of
STUDENT_NAME
 State Student ID: 1234567890
 Birth Date: mm/dd/yyyy

2

SCHOOL NAME
DISTRICT NAME
Code: 22-1444-333

2

FIRSTNAME’S performance on the OCCT ACE English III (Writing Included) End-of-Instruction test

Oklahoma Department of Education

3 Dear Family,

This report provides specific information about your student’s performance on the Oklahoma End-of-Instruction test. Students are tested throughout our state to ensure that they meet high standards. These tests provide information for you to make informed decisions about your student’s education. To learn more about your student’s performance in school, talk to your student’s teacher. Your student’s success in school depends on your ongoing involvement.

Sincerely,
 Janet C. Barresi
 State Superintendent of Public Instruction

OCCT ACE English III	
Proficient	
Meets State Goal	ADVANCED 747
	PROFICIENT 746
	LIMITED KNOWLEDGE 699
Below State Goal	UNSATISFACTORY 658
	440

(Standard Met = 700 or above)

4 **FIRSTNAME’S overall performance on the OCCT ACE English III End-of-Instruction assessment is PROFICIENT.** Your student’s performance level is based on the Oklahoma Performance Index.

The performance level attained by your student indicates that <he/she> can perform the majority of the skills described for that level and even more of what is described for the levels below. Your student may also be capable of performing some of the competencies described in the next higher level, but not enough to have reached that level of performance.

Confirm your student’s performance by reviewing classroom work, other standards-based assessments, and your student’s progress reports during the year.

A single exam can provide only limited information. A student taking the same test more than once might score higher or lower in each subject within a small range. If tested again, your student would likely score in this range: 715-745.

5 **Performance Levels & OPI* Score Ranges** * OPI: The Oklahoma Performance Index is a scale score that places a student into one of the 4 performance levels.

- ADVANCED: OPI score range: 747-999**
 Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English III PASS framework. In addition to having this advanced level of English III skills and the ability to independently apply these skills, students at the Advanced level are consistently effective in conducting analysis of organizational patterns and authors’ positions in complex literature. Students at this level demonstrate the ability to utilize MLA document or similar parenthetical style for organization of research and demonstrate the ability to synthesize information from a variety of sources. Students write responses that demonstrate thorough support, successfully address the prompt in the mode requested, use appropriate word choice, use variety in sentence structure, and have few errors in grammar and mechanics. Students at this level are clearly prepared to excel in higher level English classes and in job functions that require application of English III knowledge and skills.
- PROFICIENT: OPI score range: 700-746**
 Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English III PASS framework. Proficient students are ready for the next course or level of education, as applicable. The knowledge, skills, and processes expected of all students at the End-of-Instruction in English III are as follows: students typically demonstrate adequate ability in applying knowledge of word origins for determining meanings of new words encountered and correct usage of those words; use a wide range of strategies to comprehend, interpret, and evaluate secondary level reading material (both fiction and nonfiction) including analysis of organizational patterns and authors’ positions; demonstrate a general understanding of a wide variety of literary forms and elements; demonstrate a general understanding of how literary elements and techniques affect the development of, and the connections between, a variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English. Students write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics. Students at this level regularly and independently apply a wide variety of research strategies for organizing and interpreting factual information and research. Students demonstrate a thorough understanding of correct Standard English usage and apply correct Standard English to writing. Students at this level are prepared to succeed in higher level English classes and in job functions that require application of English III knowledge and skills.
- LIMITED KNOWLEDGE: OPI score range: 658-699**
 Students demonstrate a partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English III PASS framework. Students are inconsistent in demonstrating the Proficient level competencies. They typically use a limited number of strategies to comprehend, interpret, and evaluate secondary level reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.
- UNSATISFACTORY: OPI score range: 440-657**
 Students have not performed at least at the Limited Knowledge level of the skills expected of all students at the end of English III. Students scoring at the Unsatisfactory level need comprehensive remedial instruction in English III.

6 **Additional Resources and Information**

Office of Accountability and Assessments - 405-521-3341 Bilingual Education/Migrant Education - 405-521-3196
 Special Education Services - 405-521-3351 Office of Standards and Curriculum - 405-521-3361

Visit the Oklahoma Department of Education online
 Go to the Oklahoma Department of Education’s Web site at <www.sde.state.ok.us>. Click on the Site Index button and then the Accountability and Assessments link to access sample test questions, study materials, and practice test items. This site also provides report cards for your student’s school, district, and state.

7 Page 2 of the Student Report lists the standards and objectives tested, the number of test items, the number correct, and the percent correct.

8 For ACE English II and ACE English III, the Student Report lists the Writing Composite Score and Analytic Trait Scores.

For an example Grade 5 and Grade 8 Writing Student Report, refer to the next two pages.

9 The bottom section of each page provides contact information for the Oklahoma State Department of Education and Web site resources for additional information about the assessments. Resources are also provided to help prepare your student for success.

FIRSTNAME'S OPI Score & Performance Level in OCCT ACE English III: 730 / Proficient

STUDENT_NAME'S performance in each skill area			
Standards and Objectives	Number of Test Items	Number Correct	Percent Correct
Reading/Literature			
1.0 Vocabulary	6	5	83
2.0 Comprehension	18	13	72
2.1 Literal Understanding	4	3	75
2.2 Inferences and Interpretation	4	1	25
2.3 Summary and Generalization	5	5	100
2.4 Analysis and Evaluation	5	4	80
3.0 Literature	18	13	72
3.1 Literary Genres	4	2	50
3.2 Literary Elements	5	5	83
3.3 Figurative Language	4	3	75
3.4 Literary Works	4	1	25
4.0 Research and Information	6	5	83
Writing/Grammar/Usage and Mechanics			
3.0 Grammar/Usage and Mechanics	14	10	71
3.1 Standard Usage	4	3	75
3.2 Mechanics and Spelling	2	NR	NR
3.3 Sentence Structure	4	3	75
3.4 Manuscript Conventions	4	3	75

Writing Composite Score	Maximum Score	Score Obtained
1.0 / 2.0 Writing Composite Score**	10.0	6.0
Analytic Traits		
1. Ideas and Development	4.0	3.0
2. Organization, Unity, and Coherence	4.0	3.5
3. Word Choice	4.0	3.0
4. Sentences and Paragraphs	4.0	2.0
5. Grammar and Usage and Mechanics	4.0	1.5

** A student's Writing Composite Score is derived by using a formula incorporating the weights of the five analytic trait scores for the writing prompt. The Analytic Trait Scores provide information about your student's specific Writing skills. Teachers can use this detailed information for classroom instructional purposes.

Condition Codes for Writing Composite Score
 I = Illegible/Incomprehensible
 L = Language other than English
 N = No Response or Refusal to Answer
 O = Off-topic

NR = Not reported. Not enough items in the Standard or Objective to report.

9 to help your student prepare for success

Help your student get ahead with AP classes: Go to <www.sde.state.ok.us>. Click on the Site Index button and then the Advanced Placement Incentives Program link to access a list of AP classes and course descriptions available to high school students.

Help your student think about the future: Go to <www.okcareertech.org> and click on the Students tab to find out about available careers in Oklahoma.

Help your student get into college: Go to <www.okcollegestart.org> and <www.okhighered.org/students/> for information about getting into an Oklahoma college or university. You will find information about financial aid, college entrance exams, and colleges and universities across the country.

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Student Reports—Grades 5 & 8 Writing

The Student Report communicates to students, parents, and schools the test results of an individual student and provides specific information about performance on the Writing test.

The top of the Student Report contains a letter from State Superintendent Janet Barresi that explains the nature and purpose of the OCCT and aspects of the report.

① Shows the performance level of the student. Each performance level has a range of scaled scores that actually places the student in a specific level. This is called the Oklahoma Performance Index (OPI).

② The bar graph indicates the student's performance level.

③ Then, look at the checked performance level descriptor for a definition of the student's performance.



Oklahoma Core Curriculum Tests
Grade 5 Writing - Spring 2011

For the family of:
STUDENT_NAME
State Student ID: 1234567890
Birth Date: mm/dd/yyyy

SCHOOL_NAME
DISTRICT_NAME
Code: 99-A999-999

FIRSTNAME'S performance on the OCCT Grade 5 Writing test



**Oklahoma
Department of
Education**

Dear Family,

This report provides specific information about your student's performance on the Oklahoma Core Curriculum Grade 5 Writing test. Students are tested throughout our state to ensure that they meet high standards. These tests provide information for you to make informed decisions about your student's education. To learn more about your student's performance in school, talk to your student's teacher. Your student's success in school depends on your ongoing involvement.

Sincerely,
Janet C. Barresi
State Superintendent of Public Instruction

①

FIRSTNAME'S overall performance on the OCCT Grade 5 Writing test is SATISFACTORY. Your student's composite score is computed with a formula that uses weights for each of the five analytic trait scores.

The performance level attained by your student indicates that <he/she> can perform the majority of the skills described for that level and even more of what is described for the levels below. Your student may also be capable of performing some of the competencies described in the next higher level, but not enough to have reached that level of performance.

Confirm your student's performance by reviewing classroom work, other standards-based assessments, and your student's progress reports during the year.

②

OCCT Grade 5 Writing
Satisfactory

Meets State Goal	ADVANCED	###	###	###	
	SATISFACTORY	###	###	###	②
Below State Goal	LIMITED KNOWLEDGE	###	###	###	
	UNSATISFACTORY	###	###	###	

(Standard Met = 36 or above)

Performance Levels & Composite Score Ranges

ADVANCED: Composite score range: ##-##
Responses are fully developed using specific and detailed examples. The main idea is clear and gives an insightful perspective towards the topic. Organization is strong and logical moving the reader through the text using smooth transitions. The introduction and conclusion are satisfying. Word choice is rich and appeals to the audience. Writing demonstrates a variety of sentence structures, and ideas are organized into paragraphs. Grammar, usage, and mechanics are appropriate, and errors do not affect readability.

SATISFACTORY: Composite score range: ##-##
Responses are adequately developed using some details and examples. The main idea is evident but may lack clarity. A perspective is sustained throughout most of the composition. Organization is evident and stays on topic using limited but effective transitions. The introduction and conclusion are appropriate. Word choice is varied but may not energize the writing. The writer uses a variety of sentence structures and small errors do not interfere with fluency. Ideas may be organized into paragraphs. Grammar, usage, and mechanics are adequate. While errors may be noticeable, they do not affect readability.

LIMITED KNOWLEDGE: Composite score range: ##-##
Responses are minimally developed using few details. A perspective is not clearly expressed. Organization lacks appropriate structure, and details may be randomly placed. Limited transitions are evident. Word choice is simplistic or vague and is unimaginative. Sentence structure lacks control and errors interfere with fluency. Little or no paragraphing is attempted. Errors with grammar, usage, and mechanics distract from the readability.

UNSATISFACTORY: Composite score range: ##-##
Responses lack development and show little or no perspective to the topic. Organizational structure is not evident. Word choice is extremely limited and fails to communicate meaning. Sentence structure contains many errors, and no sentence variety or paragraphing is attempted. Errors with grammar, usage, and mechanics severely impede readability. Students who score in this range should be given comprehensive writing instruction.

Additional Resources and Information
Office of Accountability and Assessments - 405-521-3341 Bilingual Education/Migrant Education - 405-521-3196
Special Education Services - 405-521-3351 Office of Standards and Curriculum - 405-521-3361
Visit the Oklahoma Department of Education online
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This site also provides report cards for your student's school, district, and state.

111510-20000011-00000000-0000001

14

Oklahoma Core Curriculum Tests
Test Interpretation Manual 2010–2011

4 Page 2 of the Student Report for Grades 5 & 8 Writing lists the Analytic Writing Trait Scores for the student's Writing Test response.

FIRSTNAME'S Composite Score & Performance Level in OCCT Grade 5 Writing: ## / Satisfactory

FIRSTNAME'S performance in each skill area

Analytic Writing Traits (Weights for Composite Score) 4	Your Student's Score Range = 1.0 - 4.0 ** Indicates an area of strength	
1. Ideas and Development (30%)	2.0	
2. Organization, Unity, and Coherence (25%)	3.0**	
3. Word Choice (15%)	2.0	
4. Sentences and Paragraphs (15%)	3.0**	
5. Grammar and Usage and Mechanics (15%)	2.0	

CONDITION CODES: These are some conditions in which a writing sample is UNSCORABLE. These receive a Performance Level of "Unsatisfactory" and are coded in the composite writing score as follows:
 I = Illegible/Incomprehensible
 L = Language other than English
 N = No Response or Refusal to Answer
 O = Off Topic

 Analytic scores are not provided in these cases.

GLOSSARY OF TERMS

Analytic Writing Traits: Analytic Writing Traits are used to assess students' strengths and weaknesses. There are five analytic traits. Student responses are scored on each analytic trait.

Composite Writing Score: The student's Composite Writing Score is computed with a formula that uses weights for each of the five analytic trait scores. The Composite Writing Score is used to place students into one of the four performance levels.

Performance Level: Different ranges of Composite scores define the four levels of performance - Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

Unscorable Conditions: Some Writing responses are not scorable. These responses receive a Performance Level of "Unsatisfactory".

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Student Labels—Grades 3–8

Student labels are generated for all students at each school. The labels summarize OCCT results, providing a quick and comprehensive overview of a student’s performance. One student label is provided per student, showing results for all subjects tested. The labels can be affixed to either the student’s transcript or their cumulative file.

- 1 District name, school name, and CDS (county/district/site) code
- 2 Test administration and student grade level
- 3 Student name
- 4 Student information
- 5 OPI score/ performance level and district name/school name

District: <DISTRICT_NAME> Code: <99-A999-999> School: <SCHOOL_NAME>																																																																	
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Student Labels—End-of-Instruction

One student label is provided per student per subject tested. The student label indicates the student’s total Oklahoma Performance Index score range (OPI) and performance level. The OPI is a scale score that places a student into one of the four performance levels.

- ① District name, school name, and CDS (county/district/site) code
- ② Subject tested
- ③ Student name
- ④ Student information
- ⑤ OPI score/ performance level and district name/school name

District: < DISTRICT_NAME > ① School: < SCHOOL_NAME >		Code: < 99-A999-999 >	
End-of-Instruction OCCT ACE English I ②		End-of-Instruction OCCT ACE English II	
LASTNAME, FIRSTNAME M. ③		LASTNAME, FIRSTNAME M. Retester	
State Student ID: 1234567890	OPI Score: ###	State Student ID: 1234567890	OPI Score: ###
Birth Date: MM/DD/YYYY	Performance Level: Advanced ⑤	Birth Date: MM/DD/YYYY	Performance Level: Proficient
Gender: M ④		Gender: M	
Grade: 10	SCHOOL_NAME	Grade: 8	SCHOOL_NAME
Admin: SPRING 2011	DISTRICT_NAME	Admin: SPRING 2011	DISTRICT_NAME
End-of-Instruction OCCT ACE English II		End-of-Instruction OCCT ACE English II	
LASTNAME, FIRSTNAME M.		LASTNAME, FIRSTNAME M. Retester	
State Student ID: 1234567890	OPI Score: ###	State Student ID: 1234567890	OPI Score: ###
Birth Date: MM/DD/YYYY	Performance Level: Satisfactory	Birth Date: MM/DD/YYYY	Performance Level: Limited Knowledge
Gender: F		Gender: M	
Grade: Below Grade 8	SCHOOL_NAME	Grade: 12	SCHOOL_NAME
Admin: SPRING 2011	DISTRICT_NAME	Admin: SPRING 2011	DISTRICT_NAME

Class Reports—Student Roster by OPI Score

The Student Roster by OPI Score communicates to teachers and schools the individual student test results of all students by performance grouping to assist in placement decisions. This report is generated at both the class and school levels and shows one subject per report.

- 1 Test, testing administration window, district name, school name, teacher name, and CDS (county/district/site) code
- 2 This area lists the content area and/or grade, as well as test form type, for each report.
- 3 The purpose of the report, OPI score ranges, and corresponding performance level, and condition codes are provided and explained.
- 4 Shows OPI Score results for the class.
- 5 This area lists the total number of students listed on the report, categorized by performance level FAY (Full Academic Year), NFAY (Non- Full Academic Year), OP (Other Placement), 2TT (2nd Time Testers), and No Scores.
- 6 This section provides a description of each performance level. Performance levels are defined by an OPI score range, as shown above each descriptor.

<div style="border: 2px solid black; padding: 5px; display: inline-block;"> <h3>Student Roster by OPI Score</h3> </div>	<p>Oklahoma Core Curriculum Tests Grade 8 Science - Spring 2011</p> <p>School report for: SCHOOL_NAME 1</p> <p>District: DISTRICT_NAME Code: 99-A999-999</p>																																													
<p>OCCT Grade 8 Science 2 4</p>																																														
<p>Purpose To communicate to schools the individual student test results of all students by performance grouping, to assist in placement decisions</p> <p>OCCT Performance Level & OPI* Score Range 3</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Advanced</td> <td style="text-align: right;">####</td> </tr> <tr> <td>Satisfactory</td> <td style="text-align: right;">####</td> </tr> <tr> <td>Limited Knowledge</td> <td style="text-align: right;">####</td> </tr> <tr> <td>Unsatisfactory</td> <td style="text-align: right;">####</td> </tr> </table> <p><small>*OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels listed above.</small></p> <p><small>†OP: Other Placement (OP) is excluded from these results.</small></p>	Advanced	####	Satisfactory	####	Limited Knowledge	####	Unsatisfactory	####	<p>SCHOOL OPI Score Results¹</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Highest OPI Score</td> <td style="text-align: center;">###</td> </tr> <tr> <td style="text-align: center;">Median OPI Score</td> <td style="text-align: center;">###</td> </tr> <tr> <td style="text-align: center;">Lowest OPI Score</td> <td style="text-align: center;">###</td> </tr> </table>	Highest OPI Score	###	Median OPI Score	###	Lowest OPI Score	###	<p>5 TOTAL NUMBER OF STUDENTS LISTED ON THIS REPORT: ##</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Number of Students with OPI Scores</th> </tr> <tr> <td style="text-align: center;">By Performance Level¹</td> <td style="text-align: center;">By FAY and NFAY¹</td> <td style="text-align: center;">By OP</td> </tr> <tr> <td style="text-align: center;">## - ADVANCED</td> <td style="text-align: center;">## - FAY</td> <td style="text-align: center;">## - Other Placement</td> </tr> <tr> <td style="text-align: center;">## - SATISFACTORY</td> <td style="text-align: center;">## - NFAY</td> <td></td> </tr> <tr> <td style="text-align: center;">## - LIMITED KNOWLEDGE</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">## - UNSATISFACTORY</td> <td></td> <td></td> </tr> <tr> <th colspan="3" style="text-align: center;">Number of Students with No Score</th> </tr> <tr> <td style="text-align: center;">## - Absent (ABS)</td> <td style="text-align: center;">## - ELL 1st Year in U.S. Exempt (ELL 1st)</td> <td></td> </tr> <tr> <td style="text-align: center;">## - Alternate Test Taker (ALT)</td> <td style="text-align: center;">## - Emergency Exempt (EE)</td> <td></td> </tr> <tr> <td style="text-align: center;">## - Did Not Attempt (DNA)</td> <td style="text-align: center;">## - Invalidated (INV)</td> <td></td> </tr> </table>	Number of Students with OPI Scores			By Performance Level ¹	By FAY and NFAY ¹	By OP	## - ADVANCED	## - FAY	## - Other Placement	## - SATISFACTORY	## - NFAY		## - LIMITED KNOWLEDGE			## - UNSATISFACTORY			Number of Students with No Score			## - Absent (ABS)	## - ELL 1 st Year in U.S. Exempt (ELL 1 st)		## - Alternate Test Taker (ALT)	## - Emergency Exempt (EE)		## - Did Not Attempt (DNA)	## - Invalidated (INV)	
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<p>6 OCCT PERFORMANCE LEVELS, OPI SCORE RANGES, AND PERFORMANCE LEVEL DESCRIPTORS</p>																																														
<p>ADVANCED: OPI score range: ###-###</p> <p>Students consistently demonstrate a thorough understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. As well, students performing at this level consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and practicing safety). The students regularly demonstrate a thorough and comprehensive understanding of the science processes and consistently apply many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data.</p>																																														
<p>SATISFACTORY: OPI score range: ###-###</p> <p>Students demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences, as well as the ability to apply their understanding to practical situations at a level appropriate to Grade 8. In addition to demonstrating a general understanding and application of the science skills at previous levels, students performing at the Satisfactory level will:</p> <ul style="list-style-type: none"> • Make qualitative and quantitative observations of the living and non-living world using Systems International units of measurement. • Classify objects, organisms, and events. • Arrange the steps of a scientific problem in a logical order, identify simple variables, and identify testable hypotheses for an experiment. • Interpret line, bar, and circle graphs, and recognize patterns in scientific data. • Communicate scientific procedures and explanations. • Practice safety and recognize potential hazards in all science investigations. 																																														
<p>LIMITED KNOWLEDGE: OPI score range: ###-###</p> <p>Students demonstrate a partial understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate to Grade 8. These students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures.</p>																																														
<p>UNSATISFACTORY: OPI score range: ###-###</p> <p>Students do not demonstrate at least a minimal understanding of the science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate to Grade 8. Students in this range should be given comprehensive science instruction.</p>																																														
<p>Page 1</p> <p style="font-size: small;">Form of Report Copyright © 2010 Pearson Education, Inc. or its affiliates. All rights reserved. mmdyy-Z000011-00000000-000001</p>																																														

Class Summary Reports—End-of-Instruction

The Class Summary Report format is different for End-of-Instruction tests versus Grades 3-8 tests. The format shown on the next two pages applies to End-of-Instruction tests only. For details about Class Summary Reports for Grades 3-8, including Grades 5 and 8 Writing, refer to page 21.

The Class Summary Report communicates to teachers the class summary results of all students tested showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s core curriculum, have been mastered.

- 1 Test, testing administration window, district name, school name, teacher name, and CDS (county/district/site) code
- 2 Subject tested
- 3 This area lists the Oklahoma Performance Index (OPI) score range for each performance level. The OPI is a scale score that places a student into one of the four performance levels.
- 4 This area presents class performance level achievement by listing the median class OPI Score, number of valid scores, and percent of students in each of the performance levels.
- 5 Performance level descriptors and OPI score ranges for each of the four performance levels

Class Summary Report

Oklahoma Core Curriculum Tests
End-of-Instruction – Spring 2011

Classroom report for: **TEACHER_NAME** 1

School: **SCHOOL_NAME**
District: **DISTRICT_NAME**
Code: **99-A999-999**

OCCT ACE Biology I 2
Total Tested

Purpose
To communicate to teachers the class summary results of all students tested showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s Core Curriculum, have been mastered.

Performance Level & OPI* Score Range

Advanced	775-999
Proficient	691-744
Limited Knowledge	627-690
Unsatisfactory	440-626

BR, EQ, OP, & 2TT EXCLUDED – Braille (BR), Equivalent (EQ), Other Placement (OP), and 2nd Time Testers (2TT) are excluded from these results.

*OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels listed above.

PERFORMANCE LEVEL ACHIEVEMENT FOR YOUR CLASS

Median Class OPI* Score: ###
(Proficient = 691 or above)

Number of Valid Scores: ##

Performance Level:	ADVANCED	PROFICIENT	LIMITED KNOWLEDGE	UNSATISFACTORY
OPI Score Range:	775-999	691-744	627-690	440-626
Valid Scores:	##	##	##	##

Percent of Students at each Performance Level

5 PERFORMANCE LEVELS, OPI SCORE RANGES, AND PERFORMANCE LEVEL DESCRIPTORS

ADVANCED: OPI score range: 775-999

Students demonstrate a superior performance and understanding of the subject matter knowledge and skills of the science concepts expected of the measured standards and objectives included in the Biology I *PASS* framework, and they have the ability to apply their understanding to challenging situations. Students performing at the Advanced performance level can thoroughly demonstrate the ability to recognize and use scientific processes as defined in *PASS*. They analyze research questions and evaluate the design of investigations for a scientific problem; solve nonroutine problems that demand multi-step reasoning, integrating Biology I content knowledge and mathematical skills; and form conclusions from experimental data, justifying the reasoning for the conclusions.

PROFICIENT: OPI score range: 691-774

Students demonstrate a mastery of Biology I concepts expected of all measured standards and objectives included in the Biology I *PASS* framework, and the ability to apply science process skills to biological situations. Proficient students are ready for the next course, or level of education, as applicable. Proficient students can identify qualitative and quantitative changes; use observable properties to make biological classifications; identify experimental variables, identify possible hypotheses and recognize hazards; make predictions, interpret data, draw conclusions and identify a graph or chart from data; use mathematical skills when appropriate; describe biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand organism and species interaction in an ecosystem, and population dynamics; and identify the basic processes within photosynthesis and respiration.

LIMITED KNOWLEDGE: OPI score range: 627-690

Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the Biology I *PASS* framework. Student performing at Limited Knowledge are inconsistent in applying the general Biology I concepts and science process skills necessary to perform investigations and reason scientifically. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

UNSATISFACTORY: OPI score range: 440-626

Students have not performed at least at the Limited Knowledge level and will require remediation.

Page 1
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Summary Reports—Grades 3–8 Class, School, and District

Summary Reports for the school and district levels have an identical format. For Grades 3-8 tests, this same format is also used for Class Summary Reports. (For an example End-of-Instruction Class Summary Report, refer to the preceding two pages.) A School Summary Report is shown on the following pages.

The Summary Report communicates summary results of all students tested, in disaggregated form, showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s core curriculum, have been mastered. The Summary Report presents these results in three sections: summary counts, the number of students in each student group who obtained each performance level (titled Disaggregated Group Results by Performance Level), and the performance of each student group in each content area (titled Disaggregated Group Results by Standards and Objectives). Group results showing performance levels include pages for Full Academic Year (FAY), Non-Full Academic Year (NFA Y), and Total Tested.

- 1 Type of report
- 2 Test, testing administration window, district name, school name, and CDS (county/district/site) code
- 3 Subject tested
- 4 Purpose of the report
- 5 Table of contents summary for type of reports included
- 6 Summary counts of total tested

School Summary Report
Summary Counts of Total Tested

Oklahoma Core Curriculum Tests
Grade 5 Reading - Spring 2011

School report for: SCHOOL_NAME

District: DISTRICT_NAME
Code: 99-999-999

OCCT Grade 5 Reading

Purpose

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated forms, showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s Core Curriculum, have been mastered.

Summary Report Table of Contents for: Grade 5 Reading

Page 1 Summary Counts of Total Tested
Pages 2-3 Disaggregated Group Results by Performance Level for Full Academic Year (FAY)
Pages 4-5 Disaggregated Group Results by Performance Level for Non-Full Academic Year (NFA Y)
Pages 6-7 Disaggregated Group Results by Performance Level for Total Tested (FAY and NFA Y)
Page 8 Disaggregated Group Results by Standards and Objectives

SUMMARY COUNTS OF TOTAL TESTED

Student Test Status	All Students	OCCT Test	Equivalent Test	Braille Test
Total Tested (OCCT)	999,999	999,999	999,999	999,999
Other Placement	999,999	999,999	999,999	999,999
Absent	999,999	999,999	999,999	999,999
Alternate Test Taker	999,999	999,999	999,999	999,999
Did Not Attempt	999,999	999,999	999,999	999,999
ELL 1st Year Exempt	999,999	999,999	999,999	999,999
Emergency Exempt	999,999	999,999	999,999	999,999
Invalidated	999,999	999,999	999,999	999,999
Total Enrolled	999,999	999,999	999,999	999,999

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Page 1

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Summary Report—Disaggregated Group Results by Performance Level (FAY)

The next two pages of the Summary Report show the number of students within each student group of Full Academic Year (FAY) testers who obtained each performance level.

- 7 The first column of this page shows Disaggregated Group Results by Performance Level for Full Academic Year (FAY) testers. The remaining columns show the number and percent of students at each performance level and includes the number of valid scores and median OPI score.

The key at the bottom of the report explains which students are included in these counts. **Regular Education** includes all students except Special Education (IEP) and English language learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille and Other Placement are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

School Summary Report
Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests
Grade 5 Reading - Spring 2011

School report for: SCHOOL_NAME
District: DISTRICT_NAME
Code: 99-A999-999



OCCT Grade 5 Reading
FAY

7

FULL ACADEMIC YEAR (FAY) 1 (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL								Median OPI 2 Score	
	Number of Valid Scores (OCCT)	ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number		Percent
1 REGULAR EDUCATION 4	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
2 Ethnicity										
3 Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
4 Race										
5 American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
6 Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
7 Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
8 Pacific Islander	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
9 White Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
10 Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
11 Gender										
12 Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
13 Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
14 Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
15 Other										
16 Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
17 Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
18 Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
19 ELL 1st-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
20 ELL 2nd-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
21 ENGLISH LANGUAGE LEARNERS (ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
22 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999

continued on next page

1 BR and OP EXCLUDED - Braille and Other Placement are excluded from these results.
 2 OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
 3 Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
 4 All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

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Summary Report—Disaggregated Group Results by Performance Level (FAY)

This is the second page showing the number of students within each student group of Full Academic Year (FAY) testers who obtained each performance level.

- 8 The first column is a continuation from the previous page of Disaggregated Group Results by Performance Level for Full Academic Year (FAY) testers. The remaining columns show the number and percent of students at each performance level and includes the number of valid scores and median OPI score.

The key at the bottom of the report explains which students are included in these counts. **Regular Education** includes all students except Special Education (IEP) and English language learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille and Other Placement are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> School Summary Report Disaggregated Group Results by Performance Level </div>		Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011										
		School report for: SCHOOL_NAME				District: DISTRICT_NAME Code: 99-A.999-999						
		OCCT Grade 5 Reading FAY										
8 FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability) <i>continued from previous page</i>	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL										Median OPI ² Score	
	Number of Valid Scores (OCCT)	OPI Score Range ***-***		OPI Score Range ***-***		OPI Score Range ***-***		OPI Score Range ***-***		Number		Percent
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY				
Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
23 SPECIAL EDUCATION (IEP)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
24 IEP with Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
25 IEP without Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
26 ALL STUDENTS ⁴												
27 Ethnicity												
28 Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
29 Race												
30 American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
31 Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
32 Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
33 Pacific Islander	4	1	25%	1	25%	1	25%	1	25%	701		
34 White/Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
35 Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
36 Gender												
37 Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
38 Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
39 Not Indicated	6	6	100%	0	0%	0	0%	0	0%	800		
40 Other												
41 Economically Disadvantaged	5	0	0%	0	0%	5	100%	0	0%	675		
42 Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
43 Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
44 ELL 1 st - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	
45 ELL 2 nd - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999	999	

¹ BR and OP EXCLUDED - Braille and Other Placement are excluded from these results.
² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

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Summary Report—Disaggregated Group Results by Performance Level (NFAY)

The next two pages of the Summary Report show the number of students within each student group of Non-Full Academic Year (NFAY) testers who obtained each performance level.

- 9 The first column of this page shows Disaggregated Group Results by Performance Level for Non-Full Academic Year (NFAY) testers. The remaining columns show the number and percent of students at each performance level and includes the number of valid scores and median OPI score.

The key at the bottom of the report explains which students are included in these counts. **Regular Education** includes all students except Special Education (IEP) and English language learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille and Other Placement are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

School Summary Report Disaggregated Group Results by Performance Level		Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011				Oklahoma State Department of Education				
School report for: SCHOOL_NAME		District: DISTRICT_NAME Code: 99-A-999-999								
OCCT Grade 5 Reading						NFAY				
9 NON-FULL ACADEMIC YEAR (NFAY) ¹	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
	Number of Valid Scores (OCCT)	OPI Score Range ***-***		OPI Score Range ***-***		OPI Score Range ***-***		OPI Score Range ***-***		Median OPI ² Score
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
46 REGULAR EDUCATION ⁴	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
47 Ethnicity										
48 Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
49 Race										
50 American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
51 Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
52 Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
53 Pacific Islander	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
54 White/Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
55 Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
56 Gender										
57 Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
58 Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
59 Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
60 Other										
61 Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
62 Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
63 Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
64 ELL 1 st - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
65 ELL 2 nd - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
66 ENGLISH LANGUAGE LEARNERS (ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
67 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
<i>continued on next page</i>										
1 BR and OP EXCLUDED - Braille and Other Placement are excluded from these results. 2 OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels. 3 Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL). 4 All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.										
Page 4					rmd4jy-20000011-00000000-0000001					

Summary Report—Disaggregated Group Results by Performance Level (NFAY)

This is the second page showing the number of students within each student group of Non-Full Academic Year (NFAY) testers who obtained each performance level.

- 10 The first column is a continuation from the previous page of Disaggregated Group Results by Performance Level for Non-Full Academic Year (NFAY) testers. The remaining columns show the number and percent of students at each performance level and includes the number of valid scores and median OPI score.

The key at the bottom of the report explains which students are included in these counts. **Regular Education** includes all students except Special Education (IEP) and English language learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille and Other Placement are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

NON-FULL ACADEMIC YEAR (NFAY) ¹		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL								Median OPI ² Score	
		OPI Score Range ###-###		OPI Score Range ###-###		OPI Score Range ###-###		OPI Score Range ###-###			
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
continued from previous page		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
68	SPECIAL EDUCATION (IEP)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
69	IEP with Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
70	IEP without Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
71	ALL STUDENTS ⁴										
72	Ethnicity										
73	Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
74	Race										
75	American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
76	Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
77	Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
78	Pacific Islander	4	1	25%	1	25%	1	25%	1	25%	701
79	White/Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
80	Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
81	Gender										
82	Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
83	Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
84	Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
85	Other										
86	Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	675
87	Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
88	Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
89	ELL 1 st - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
90	ELL 2 nd - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999

1 BR and OP EXCLUDED - Braille and Other Placement are excluded from these results.
 2 OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
 4 Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
 4 All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

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Summary Report—Disaggregated Group Results by Performance Level (Total Tested)

The next two pages of the Summary Report show the number of students within each student group of all students tested who obtained each performance level.

- 11 The first column of this page shows Disaggregated Group Results by Performance Level for Total Testers. The remaining columns show the number and percent of students at each performance level and includes the number of valid scores and median OPI score.

The key at the bottom of the report explains which students are included in these counts. **Regular Education** includes all students except Special Education (IEP) and English language learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille and Other Placement are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

School Summary Report
Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests
Grade 5 Reading - Spring 2011



School report for: SCHOOL_NAME

District: DISTRICT_NAME
Code: 99-A-999-999

OCCT Grade 5 Reading

Total Tested

11

TOTAL TESTED (FAY and NFAY) ¹	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL								Median OPI ² Score	
	Number of Valid Scores (OCCT)	ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number		Percent
91 REGULAR EDUCATION ⁴	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
92 Ethnicity										
93 Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
94 Race										
95 American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
96 Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
97 Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
98 Pacific Islander	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
99 White/Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
100 Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
101 Gender										
102 Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
103 Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
104 Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
105 Other										
106 Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
107 Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
108 Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
109 ELL 1 st - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
110 ELL 2 nd - Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
111 ENGLISH LANGUAGE LEARNERS (ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
112 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999

continued on next page

¹ BR and OP EXCLUDED - Braille and Other Placement are excluded from these results.

² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

Source: Oklahoma State Department of Education

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Summary Report—Disaggregated Group Results by Performance Level (Total Tested)

This is the second page showing the number of students within each student group of all students tested who obtained each performance level.

- 12** The first column is a continuation from the previous page of Disaggregated Group Results by Performance Level for Total Testers. The remaining columns show the number and percent of students at each performance level and includes the number of valid scores and median OPI score.

The key at the bottom of the report explains which students are included in these counts. **Regular Education** includes all students except Special Education (IEP) and English language learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille and Other Placement are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> School Summary Report Disaggregated Group Results by Performance Level </div>		Oklahoma Core Curriculum Tests Grade 5 Reading - Spring 2011													
		School report for: SCHOOL_NAME				District: DISTRICT_NAME Code: 99-A-999-999									
		OCCT Grade 5 Reading						Total Tested							
		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL													
TOTAL TESTED (FAY and NFAY) ¹		Number of Valid Scores (OCCT)	OPI Score Range ***-***		OPI Score Range ***-***		OPI Score Range ***-***		OPI Score Range ***-***		Median OPI ² Score				
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY						
			Number	Percent	Number	Percent	Number	Percent	Number	Percent					
113 SPECIAL EDUCATION (IEP)		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
114 IEP with Accommodations		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
115 IEP without Accommodations		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
116 ALL STUDENTS ⁴															
117 Ethnicity															
118 Hispanic/Latino		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
119 Race															
120 American Indian/Alaska Native		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
121 Asian		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
122 Black/African American		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
123 Pacific Islander		4	1	25%	1	25%	1	25%	1	25%	701				
124 White/Caucasian		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
125 Two or More Races		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
126 Gender															
127 Female		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
128 Male		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
129 Not Indicated		6	6	100%	0	0%	0	0%	0	0%	800				
130 Other															
131 Economically Disadvantaged		5	0	0%	0	0%	5	100%	0	0%	675				
132 Non-Economically Disadvantaged		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
133 Migrant		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
134 ELL 1 st - Year Proficient		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				
135 ELL 2 nd - Year Proficient		999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999				

¹ BR and OP EXCLUDED - Braille and Other Placement are excluded from these results.
² OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

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Summary Report—Disaggregated Group Results by Standards and Objectives

This final section of Summary Reports is identical for all report levels and subjects, except for two special cases.

- ❑ For Grades 5 and 8 Science and ACE Biology I, this section of the Summary Report presents results for both process/inquiry standards and objectives and content standards and objectives. See the next two pages.
- ❑ For Grades 5 and 8 Writing, this section of the Summary Report shows the performance of each student group on analytic traits instead of standards and objectives. See *Summary Report—Analytic Traits for Grades 5 & 8 Writing*.

13 The first column of this page shows Full Academic Year (FAY), Non-Full Academic Year (NFAY), and Total Tested populations broken down by Regular Education, IEP, ELL, and Non-ELL, and All Students. The remaining columns show student population performance for each *PASS* standard and objective for the subject tested. The key at the bottom of the report explains which students are included in these counts. **Regular Education** includes all students except Special Education (IEP) and English language learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille and Other Placement are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

14 Standards and objectives are listed in each column heading.

STUDENT POPULATION/GROUP 1		MEDIAN PERCENT CORRECT BY STANDARDS AND OBJECTIVES															
		Number of Test Items	1.0 Vocabulary	1.1 Words in Context	1.2 Affixes, Roots, and Suffixes	1.3 Synonyms, Antonyms, and Homonyms	3.0 Comprehension/Critical Literacy	3.1 Literal Understanding	3.2 Inference and Interpretation	3.3 Summary and Generalization	3.4 Analysis and Evaluation	4.0 Literature	4.2 Literary Genre	4.3 Figurative Language/Sound Devices	5.0 Research and Information	5.1 Accessing Information	5.2 Interpreting Information
1	FULL ACADEMIC YEAR (FAY)																
2	Regular Education 2	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
3	English Language Learners (ELL)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
4	Non-English Language Learners (Non-ELL)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
5	Special Education (IEP)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
6	All Students 4	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
7	NON-FULL ACADEMIC YEAR (NFAY)																
8	Regular Education 2	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
9	English Language Learners (ELL)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
10	Non-English Language Learners (Non-ELL)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
11	Special Education (IEP)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
12	All Students 4	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
13	TOTAL TESTED WITH VALID SCORES (OCCCT) (FAY plus NFAY)																
14	Regular Education 2	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
15	English Language Learners (ELL)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
16	Non-English Language Learners (Non-ELL)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
17	Special Education (IEP)	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
18	All Students 4	999,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999

1 BR and OP EXCLUDED - Braille and Other Placement are excluded from these results.
 2 OPI - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
 3 Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
 4 All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.
 NR = Not reported. Not enough items in the Standard or Objective to report.

Summary Reports—Results by Standards and Objectives for Science Tests

Summary Reports for Science tests (Grades 5 and 8, ACE Biology I) include one important difference from reports for other subject tests. *PASS* standards for science have two categories of standards and objectives: process/inquiry and content. Each category of standards and objectives is presented separately in the disaggregated group results.

Summary Reports for the school and district levels have an identical format. A District Summary Report for ACE Biology I is shown on the following two pages.

Summary Report—Process/Inquiry Standards and Objectives

- 1 *PASS* process/inquiry standards and objectives
- 2 Standards and objectives shown in column headings differ for process/inquiry and content standards.

STUDENT POPULATION/GROUP ¹		Number of Test Items (OCCT)	MEDIAN PERCENT CORRECT BY STANDARDS AND OBJECTIVES																		
			P1.0 Observe and Measure			P2.0 Classify			P3.0 Experiment			P4.0 Interpret and Communicate			P5.0 Model						
		(07)	(04)	(03)	(10)	(06)	(04)	(13)	(04)	(05)	(00)	(04)	(21)	(05)	(02)	(04)	(06)	(04)	(09)	(05)	(04)
1	FULL ACADEMIC YEAR (FAY)		999	999	NR	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999
2	Regular Education ²		999	999	NR	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999
3	English Language Learners (ELL)		999	999	NR	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999
4	Non-English Language Learners (Non-ELL)		999	999	NR	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999
5	Special Education (IEP)		999	999	NR	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999
6	All Students ⁴		999	999	NR	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999
7	NON-FULL ACADEMIC YEAR (NFA)																				
8	Regular Education ³																				
9	English Language Learners (ELL)																				
10	Non-English Language Learners (Non-ELL)																				
11	Special Education (IEP)																				
12	All Students ⁴																				
13	TOTAL TESTED WITH VALID SCORES (OCCT) (FAY plus NFA)																				
14	Regular Education ³																				
15	English Language Learners (ELL)																				
16	Non-English Language Learners (Non-ELL)																				
17	Special Education (IEP)																				
18	All Students ⁴																				

¹ BR, EQ, OP, & 2TT EXCLUDED – Braille, Equivalent, Other Placement, and 2nd Time Testers are excluded from these results.
² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education – Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ All Students – Includes all students with valid scores on the Oklahoma Core Curriculum Tests.
 NR = Not reported. Not enough items in the Standard or Objective to report.

Summary Report—Content Standards and Objectives

- 3 PASS content standards and objectives
- 4 Standards and objectives shown in column headings differ for process/inquiry and content standards.

STUDENT POPULATION/GROUP ¹		Number of Test Items	MEDIAN PERCENT CORRECT BY STANDARDS AND OBJECTIVES																																					
			1.0 The Cell	1.1 Cell structures and functions		1.2 Differentiation of cells		2.0 The Molecular Basis of Heredity		2.1 DNA structure and functions in heredity		2.2 Sorting and recombination of genes		3.0 Biological Diversity	3.1 Variation among organisms		3.2 Natural selection and biological adaptations		4.0 The Interdependence of Organisms		4.1 Earth cycles including abiotic and biotic factors		4.2 Organisms both cooperate and compete		4.3 Population dynamics		5.0 Matter/Energy/Organization in Living Systems		5.1 Complexity and organization used for survival		5.2 Matter and energy flow in living and nonliving systems		6.0 The Behavior of Organisms		6.1 Specialized cells		6.2 Behavior patterns can be used to ensure reproductive success			
1	FULL ACADEMIC YEAR (FAY)		999	999	999	NR	999	NR	999	999	999	999	999	999	999	NR	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	NR							
2	Regular Education ²		999	999	999	NR	999	NR	999	999	999	999	999	999	999	NR	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	NR						
3	English Language Learners (ELL)		999	999	999	NR	999	NR	999	999	999	999	999	999	999	NR	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	NR					
4	Non-English Language Learners (Non-ELL)		999	999	999	NR	999	NR	999	999	999	999	999	999	999	NR	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	NR				
5	Special Education (IEP)		999	999	999	NR	999	NR	999	999	999	999	999	999	999	NR	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	NR				
6	All Students ⁴		999	999	999	NR	999	NR	999	999	999	999	999	999	999	NR	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	NR				
7	NON-FULL ACADEMIC YEAR (NFAY)																																							
8	Regular Education ³																																							
9	English Language Learners (ELL)																																							
10	Non-English Language Learners (Non-ELL)																																							
11	Special Education (IEP)																																							
12	All Students ⁴																																							
13	TOTAL TESTED WITH VALID SCORES (OCCT) (FAY plus NFAY)																																							
14	Regular Education ³																																							
15	English Language Learners (ELL)																																							
16	Non-English Language Learners (Non-ELL)																																							
17	Special Education (IEP)																																							
18	All Students ⁴																																							

¹ BR, EQ, OP, & 2TT EXCLUDED – Braille, Equivalent, Other Placement, and 2nd Time Testers are excluded from these results.
² OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

³ Regular Education – Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ All Students – Includes all students with valid scores on the Oklahoma Core Curriculum Tests.
 NR = Not reported. Not enough items in the Standard or Objective to report.

Summary Reports—Analytic Traits for Grades 5 & 8 Writing

Grades 5 and 8 Writing Summary Reports differ from reports for other subjects in the final section. For the Writing tests, the final section of the report for all levels (class, school, and district) presents disaggregated results for the analytic traits used to assess Writing responses. Reports for all other subjects present results for PASS standards and objectives.

The Summary Report communicates summary results of all students tested, in disaggregated form, showing performance levels and analytic trait scores. The Summary Report presents results in three sections: summary counts the number of students in each student group who obtained each performance level (titled Disaggregated Group Results by Performance Level), and the performance of each student group on each analytic trait (titled Disaggregated Group Results by Analytic Trait). Group results showing performance levels include pages for Full Academic Year (FAY), Non-Full Academic Year (NFAY), and Total Tested.

Summary Report—Grades 5 & 8 Writing, Disaggregated Results by Analytic Trait (FAY)

- 1 This section of the Summary Report shows the performance on each analytic trait of each student group of Full Academic Year (FAY) testers.
- 2 Number and percent of students for each analytic trait.

<div style="border: 1px solid black; padding: 5px;"> Class Summary Report Disaggregated Group Results by Analytic Trait </div>		Oklahoma Core Curriculum Tests Grade 8 Writing - Spring 2011									
		Classroom report for: TEACHER_NAME		School: SCHOOL_NAME District: DISTRICT_NAME Code: 99-A999-999							
OCCT Grade 8 Writing								FAY			
1 FULL ACADEMIC YEAR (FAY)	Valid Scores (OCCT)	2 Number and Percent for Analytic Trait ² Average Score									
		Ideas and Development		Organization, Unity, and Coherence		Word Choice		Sentences and Paragraphs		Grammar, Usage, and Mechanics	
Analytic Trait ² Average Score		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1 Regular Education¹											
2	Score = 4.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
3	Score = 3.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
4	Score = 3.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
5	Score = 2.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
6	Score = 2.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
7	Score = 1.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
8	Score = 1.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
9	UNSCORABLE	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
10 English Language Learners (ELL)											
11	Score = 4.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
12	Score = 3.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
13	Score = 3.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
14	Score = 2.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
15	Score = 2.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
16	Score = 1.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
17	Score = 1.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
18	UNSCORABLE	99	99%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
19 Non-English Language Learners (Non-ELL)											
20	Score = 4.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
21	Score = 3.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
22	Score = 3.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
23	Score = 2.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
24	Score = 2.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
25	Score = 1.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
26	Score = 1.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
27	UNSCORABLE	999	99%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
28 Special Education (IEP)											
29	Score = 4.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
30	Score = 3.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
31	Score = 3.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
32	Score = 2.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
33	Score = 2.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
34	Score = 1.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
35	Score = 1.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
36	UNSCORABLE	9,999	99%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
37 All Students⁴											
38	Score = 4.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
39	Score = 3.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
40	Score = 3.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
41	Score = 2.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
42	Score = 2.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
43	Score = 1.5	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
44	Score = 1.0	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%
45	UNSCORABLE	99,999	999%	99,999	999%	99,999	999%	99,999	999%	99,999	999%

¹ BR & OP EXCLUDED - Braille and Other Placement are excluded from these results. ² Analytic Trait - A score for a writing trait that provides a profile of students' strengths and weaknesses. ³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL). ⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

Summary Report—Grades 5 & 8 Writing, Disaggregated Group Results by Analytic Trait (NFAY)

- 3 This section of the Summary Report shows the performance on each analytic trait of each student group of Non-Full Academic Year (NFAY) testers.
- 4 Number and percent of students for each analytic trait.

Class Summary Report Disaggregated Group Results by Analytic Trait

Oklahoma Core Curriculum Tests Grade 8 Writing - Spring 2011



Classroom report for:
TEACHER_NAME

School: SCHOOL_NAME
District: DISTRICT_NAME
Code: 99-A999-999

OCCT Grade 8 Writing

NFAY

3 NON-FULL ACADEMIC YEAR (NFAY)	Valid Scores (OCCT)	4 Number and Percent for Analytic Trait ² Average Score										
		Ideas and Development		Organization, Unity, and Coherence		Word Choice		Sentences and Paragraphs		Grammar, Usage, and Mechanics		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
46 Regular Education¹	999,999											
47 Score = 4.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
48 Score = 3.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
49 Score = 3.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
50 Score = 2.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
51 Score = 2.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
52 Score = 1.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
53 Score = 1.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
54 UNSCORABLE	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
55 English Language Learners (ELL)	999,999											
56 Score = 4.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
57 Score = 3.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
58 Score = 3.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
59 Score = 2.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
60 Score = 2.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
61 Score = 1.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
62 Score = 1.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
63 UNSCORABLE	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
64 Non-English Language Learners (Non-ELL)	999,999											
65 Score = 4.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
66 Score = 3.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
67 Score = 3.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
68 Score = 2.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
69 Score = 2.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
70 Score = 1.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
71 Score = 1.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
72 UNSCORABLE	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
73 Special Education (IEP)	999,999											
74 Score = 4.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
75 Score = 3.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
76 Score = 3.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
77 Score = 2.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
78 Score = 2.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
79 Score = 1.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
80 Score = 1.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
81 UNSCORABLE	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
82 All Students⁴	999,999											
83 Score = 4.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
84 Score = 3.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
85 Score = 3.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
86 Score = 2.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
87 Score = 2.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
88 Score = 1.5	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
89 Score = 1.0	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
90 UNSCORABLE	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%

¹ BR & OP EXCLUDED - Braille and Other Placement are excluded from these results.

² Analytic Trait - A score for a writing trait that provides a profile of students' strengths and weaknesses.

³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).

⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

Summary Report—Grades 5 & 8 Writing, Disaggregated Group Results by Analytic Trait (Total Tested)

- 5 This section of the Summary Report shows the performance on each analytic trait of total students tested.
- 6 Number and percent of students for each analytic trait.

Class Summary Report
Disaggregated Group Results by Analytic Trait

Oklahoma Core Curriculum Tests
Grade 8 Writing - Spring 2011

Classroom report for:
TEACHER_NAME

School: **SCHOOL_NAME**
District: **DISTRICT_NAME**
Code: **99-A999-999**

OCCT Grade 8 Writing **Total Tested**

5	ALL STUDENTS WITH VALID SCORES (OCCT) (FAY plus NFA)	Valid Scores (OCCT)	6 Number and Percent for Analytic Trait ² Average Score									
			Ideas and Development		Organization, Unity, and Coherence		Word Choice		Sentences and Paragraphs		Grammar, Usage, and Mechanics	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
91 Regular Education ³												
92	Score = 4.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
93	Score = 3.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
94	Score = 3.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
95	Score = 2.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
96	Score = 2.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
97	Score = 1.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
98	Score = 1.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
99	UNSCORABLE	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
100 English Language Learners (ELL)												
101	Score = 4.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
102	Score = 3.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
103	Score = 3.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
104	Score = 2.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
105	Score = 2.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
106	Score = 1.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
107	Score = 1.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
108	UNSCORABLE	99	99	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
105 Non-English Language Learners (Non-ELL)												
110	Score = 4.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
111	Score = 3.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
112	Score = 3.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
113	Score = 2.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
114	Score = 2.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
115	Score = 1.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
116	Score = 1.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
117	UNSCORABLE	999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999
118 Special Education (IEP)												
119	Score = 4.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
120	Score = 3.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
121	Score = 3.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
122	Score = 2.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
123	Score = 2.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
124	Score = 1.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
125	Score = 1.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
126	UNSCORABLE	9,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999
127 All Students ⁴												
128	Score = 4.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
129	Score = 3.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
130	Score = 3.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
131	Score = 2.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
132	Score = 2.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
133	Score = 1.5	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
134	Score = 1.0	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%
135	UNSCORABLE	99,999	99,999	99%	99,999	99%	99,999	99%	99,999	99%	99,999	99%

¹ BR & OP EXCLUDED - Braille and Other Placement are excluded from these results.
² Analytic Trait - A score for a writing trait that provides a profile of students' strengths and weaknesses.
³ Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
⁴ All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

Grades 5 & 8 Student Writing Responses

Student Writing Responses for the operational prompt are provided on a CD to all schools that administered the 2011 OCCT in Writing for Grades 5 and 8.

IMPORTANT:

- **Strict confidentiality of each student’s response must be maintained.** These written responses have been released in confidentiality to your school so that you may review your students’ responses. These responses may also be used in Parent/Teacher conferences.
- **The students’ responses are NOT to be used for classroom instruction!** Students may have written responses containing personal information. The use of Writing responses for classroom instruction is a breach of security and violates the Oklahoma Administrative Code, OAC 210:10-13-4. It is permissible to have students respond to the Writing prompt as a classroom activity.

71.5a

Writing Topic:
Think about...

The person that I think is interesting is my great-grandma. Her name is Nita, but I call her Nemo. She lives in Auster, Ok. I go to her house almost every weekend.

Some of the reasons that I think she is interesting are that she tells me about her childhood. She tells me where she lived when she was a kid and she tells me about some of the times she had at that house. She also tells me about when she got older. Like one time

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71.5b

1183.000334.0028

she told me about when she went to Las Vegas and she told me about where she lived in Oklahoma City.

Sometimes her and I look at these old magazines. Some of them are very interesting. Like one time I was looking at one and I saw a coupon that said 10¢ for this gleamer. I have so much fun looking at the old magazines and listening to her tell her stories about her childhood.

She is really interesting and you should listen to your grandpa or your grandma tell stories about her childhood.

535722-10503020192

Grades 3–8 Test Content and Performance Descriptors

This section provides the following information about each subject test in Grade 3 through Grade 8.

- ❑ Content description—A description of the *PASS* standards and objectives represented in the test.
- ❑ Test blueprint—The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test.
- ❑ Performance level descriptors (short)—There are short and long descriptors that identify the student performance level according to what the student has learned or can do. Short descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient/Satisfactory, Limited Knowledge, Unsatisfactory. These descriptors appear on several of the reports: Student Report, Student Roster by OPI Score, and Class Summary Report.

Refer to *OCCT Components and Concepts* for an explanation of these terms.

Grade 3 Oklahoma Core Curriculum Tests—Mathematics and Reading

Students in Grade 3 were tested in Mathematics and Reading. The Grade 3 OCCTs in Mathematics and Reading are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an Oklahoma Performance Index (OPI) score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics and Reading, a student's test performance is reported according to one of four Performance Levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 3 Mathematics

The Grade 3 OCCT in Mathematics consists of 50 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids interpretation of the reports. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 3 Mathematics Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	7	14%	7
Algebra Patterns (1.1)	2		2
Equations (1.2)	2		2
Number Properties (1.3)	3		3
Number Sense and Operation	20	40%	20
Number Sense (2.1)	10		10
Number Operations (2.2)	10		10
Geometry	7	14%	7
Properties of shapes (3.1)	3		3
Spatial Reasoning (3.2)	2		2
Coordinate Geometry (3.3)	2		2
Measurement	9	18%	9
Measurement (4.1)	4		4
Time and Temperature (4.2)	2		2
Money (4.3)	3		3
Data Analysis	7	14%	7
Data Analysis (5.1)	4		4
Probability (5.2)	3		3
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 3 Mathematics

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
798–990	Advanced
700–797	Proficient
633–699	Limited Knowledge
440–632	Unsatisfactory

Grade 3 Mathematics—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically will:

- Recognize and predict patterns.
- Understand and model place value (to 4 digits).
- Compare and order whole numbers and fractions (halves, thirds, fourths, eighths, tenths, and twelfths).
- Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies.
- Demonstrate fluency with basic multiplication concepts (including fact families).
- Compare attributes of two- and three-dimensional shapes.
- Analyze the effects of combining and subdividing two- and three-dimensional figures.
- Apply geometric properties and relationships (including coordinate locations).
- Apply measurement concepts (including perimeter, length, weight, time, and temperature).
- Determine the correct amount of change when a purchase is made with five dollars or less.
- Analyze and interpret data in tables, graphs, and charts.
- Determine the likelihood of events and be able to predict outcomes.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 3 Reading

The Grade 3 OCCT in Reading consists of 50 multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

The test asks students to respond to a variety of test questions measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 3 Reading Test Blueprint: 2010–2011

<i>PASS</i> Standards & Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items **	Actual Number of Items
			Spring 2011
Vocabulary	12	24%	12
Words in Context (2.1)	2–4		3
Affixes, Roots, and Stems (2.2)	2–4		3
Synonyms, Antonyms, and Homonyms/Homophones (2.3)	2–4		2
Using Resource Materials (2.4)	2–4		4
Comprehension/Critical Literacy	24	48%	24
Literal Understanding (4.1)	5		5
Inferences and Interpretation (4.2)	7		8
Summary and Generalization (4.3)	6		5
Analysis and Evaluation (4.4)	6		6
Literature	8	16%	8
Literary Elements (5.2)	4		4
Figurative Language/Sound Devices (5.3)	4		4
Research and Information	6	12%	6
Accessing Information (6.1)	6		6
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 3 Reading

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
891–990	Advanced
700–890	Proficient
649–699	Limited Knowledge
400–648	Unsatisfactory

Grade 3 Reading—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically read and comprehend grade level reading material using the following skills:

- Utilize structural analysis, in combination with context clues and introductory resources, to determine the meaning of new words and multiple meanings of words.
- Answer literal questions about the reading selection.
- Make obvious inferences, draw conclusions, organize, classify, and compare/contrast.
- Identify and summarize major elements of story structure such as plot, setting, and characters, and are able to make logical predictions based on text information.
- Analyze characters and events from a text.
- Analyze causes, motivations, sequences, and results of events.
- Distinguish between fact and opinion in various texts.
- Recognize relationships in narrative and expository text such as cause and effect or sequence.
- Recognize characteristics of literary genres.
- Determine and/or summarize the central purpose, main idea, theme, and important details.
- Compare or contrast plots, settings, and characters between reading selections.
- Identify simple figurative language and word sounds in a passage.
- Alphabetize to the third letter.

GRADE 3

- Use guide words to locate information.
- Use functional print information resources such as dictionaries, charts, diagrams, etc.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 4 Oklahoma Core Curriculum Tests—Mathematics and Reading

This year students in Grade 4 were tested in Mathematics and Reading. The Grade 4 OCCTs in Mathematics and Reading are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics and Reading, a student's test performance is reported according to one of four Performance Levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 4 Mathematics

The Grade 4 OCCT in Mathematics consists of 50 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 4 Mathematics Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	7	14%	7
Algebra Patterns (1.1)	3		3
Equations (1.2)	2		2
Number Properties (1.3)	2		2
Number Sense and Operation	18	36%	18
Number Sense (2.1)	8		8
Number Operations (2.2)	10		10
Geometry	9	18%	9
Lines (3.1)	2		2
Angles (3.2)	2		2
Polygons (3.3)	3		3
Transformations (3.4)	2		2
Measurement	9	18%	9
Measurement (4.1)	5		5
Time and Temperature (4.2)	2		2
Money (4.3)	2		2
Data Analysis	7	14%	7
Data Analysis (5.1)	2		2
Probability (5.2)	2		2
Central Tendency (5.3)	3		3
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 4 Mathematics

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
805–990	Advanced
700–804	Proficient
639–699	Limited Knowledge
440–638	Unsatisfactory

Grade 4 Mathematics—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically will:

- Be able to recognize, describe, and extend patterns.
- Be able to solve open sentences.
- Apply the associative property of multiplication.
- Understand place value to six digits and decimals to hundredths.
- Use 0, $\frac{1}{2}$, and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions on a number line.
- Compare, add, or subtract fractional parts using physical or pictorial models.
- Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.
- Demonstrate fluency with basic division facts up to $144 \div 12$ and the associated multiplication facts.
- Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.
- Identify and compare angles to, less than, or greater than 90 degrees.
- Describe the effects on two-dimensional objects when they slide, flip, or turn.
- Solve application problems involving length, weight, mass, area, and volume using customary and metric measurement.
- Develop and use the concept of area of different shapes using grids to solve problems.
- Determine the correct amount of change when a purchase is made with at least a twenty dollar bill.

GRADE 4

- Analyze and interpret data in graphs.
- Determine the median and mode of a set of data.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 4 Reading

The Grade 4 OCCT in Reading consists of 50 multiple-choice items taken from passages from various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiography, and traditional stories such as fairy tales and fables. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

The test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 4 Reading Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Vocabulary	12	24%	12
Words in Context (1.1)	4		3
Affixes, Roots, and Stems (1.2)	4		5
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	4		4
Comprehension/Critical Literacy	23	46%	23
Literal Understanding (3.1)	4		4
Inferences and Interpretation (3.2)	6		6
Summary and Generalization (3.3)	7		6
Analysis and Evaluation (3.4)	6		7
Literature	9	18%	9
Literary Elements (4.2)	5		5
Figurative Language/Sound Devices (4.3)	4		4
Research and Information	6	12%	6
Accessing Information (5.1)	6		6
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 4 Reading

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
845–990	Advanced
700–844	Proficient
658–699	Limited Knowledge
400–657	Unsatisfactory

Grade 4 Reading—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- Utilize structural analysis in combination with context clues and other word-meaning resources to determine the meaning of new words and interpret the meaning of multiple-meaning words.
- Apply knowledge of synonyms, antonyms, homonyms/homophones, and idioms.
- Make grade-level inferences, draw conclusions, and make generalizations.
- Compare and contrast information from texts on similar topics.
- Distinguish between fact, opinion, and supported inferences in a variety of texts.
- Interpret and analyze relationships in narrative and expository text to include cause and effect, sequence, and compare/contrast.
- Identify and analyze the characteristics of a variety of genres.
- Describe the major elements of story structure such as plot, setting, and characters, and apply understanding of them to make logical predictions.
- Determine the central purpose, theme or main idea, and important details.
- Determine the author’s purpose and the point of view presented.
- Interpret figurative language in poetry and descriptive passages.

- Interpret poetry and recognize poetic styles.
- Use functional print information resources such as dictionaries, charts, diagrams, etc.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 5 Oklahoma Core Curriculum Tests—Mathematics, Reading, Writing, Science, and Social Studies

This year students in Grade 5 were tested in Mathematics, Reading, Science, Social Studies, and Writing. The Grade 5 OCCTs are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics, Reading, Science, Social Studies, and Writing, a student's test performance is reported according to one of four Performance Levels: Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory.

Grade 5 Mathematics

The Grade 5 OCCT in Mathematics consists of 50 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 5 Mathematics Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	13	26%	13
Algebra Patterns (1.1)	5		5
Equations (1.2)	4		4
Number Properties (1.3)	4		4
Number Sense and Operation	16	32%	16
Number Sense (2.1)	8		8
Number Operations (2.2)	8		8
Geometry	7	14%	7
Circles and Polygons (3.1)	4		4
Angles (3.2)	3		3
Measurement	7	14%	7
Measurement (4.1)	5		5
Money (4.2)	2		2
Data Analysis	7	14%	7
Data Analysis (5.1)	3		3
Probability (5.2)	2		2
Central Tendency (5.3)	2		2
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 5 Mathematics

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
791–990	Advanced
700–790	Proficient
638–699	Limited Knowledge
440–637	Unsatisfactory

Grade 5 Mathematics—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically will:

- Describe rules that produce patterns found in tables, graphs, and models, and use variables to solve problems or to describe general rules in algebraic expression or equation form.
- Use algebraic problem-solving techniques to solve problems.
- Recognize and apply the commutative, associative, and distributive properties to solve problems.
- Apply the concept of place value of whole numbers through hundred millions and model, read, and write decimal numbers through the thousandths.
- Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems.
- Estimate, add, or subtract decimal numbers with same and different place values to solve problems.
- Estimate, add, or subtract fractions to solve problems using a variety of methods.
- Estimate and find the quotient with two-digit divisors and a two- or three-digit dividend to solve application problems.
- Compare and contrast the basic characteristics of circle and polygons.
- Compare, estimate, and determine the measurement of angles.
- Convert basic measurements of volume, mass and distance within the same system for metric and customary units.

- Compare and translate displays of data and justify the selection of the type of table or graph.
- Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 5 Reading

The Grade 5 OCCT in Reading consists of 50 multiple-choice items taken from passages from various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends. Students are asked to respond to a variety of items written to the standards of Vocabulary; Comprehension and Critical Literacy; Literature; and Research and Information. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

The test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 5 Reading Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Vocabulary	12	24%	12
Words in Context (1.1)	4		4
Affixes, Roots, and Stems (1.2)	4		4
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	4		4
Comprehension/Critical Literacy	20	40%	20
Literal Understanding (3.1)	4		4
Inferences and Interpretation (3.2)	4–6		6
Summary and Generalization (3.3)	4–6		5
Analysis and Evaluation (3.4)	4–6		5
Literature	12	24%	12
Literary Genre (4.1)	4		4
Literary Elements (4.2)	4		4
Figurative Language/Sound Devices (4.3)	4		4
Research and Information	6	12%	6
Accessing Information (5.1)	2–4		4
Interpreting Information (5.2)	2–4		2
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 5 Reading

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
830–990	Advanced
700–829	Proficient
641–699	Limited Knowledge
400–640	Unsatisfactory

Grade 5 Reading—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- Utilize various methods and resources to determine the precise meaning of specialized words and words used figuratively.
- Describe the major elements of story structure and apply understanding of them.
- Make grade level inferences, draw conclusions, and make generalizations.
- Contrast characters actions, motives, and appearances and analyze the importance of these differences to the plot or theme.
- Organize text in a variety of ways to support and explain ideas.
- Distinguish among fact, supported inferences, and opinion in expository text.
- Identify and analyze characteristics of a variety of genres.
- Identify similarities and differences between reading selections.
- Recognize and interpret relationships in narrative and expository texts.
- Determine central purpose, theme, or key concept/main idea, and important details.
- Determine author's purpose and point of view.
- Interpret and evaluate figurative language and characteristics of poetry.
- Demonstrate use of functional print, informational resources, charts, and diagrams.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 5 Writing

Each year, students in Grade 5 take the State’s OCCT in Writing. Students are given a specific writing task and write their responses in their test books. Students may choose from any of the writing modes to demonstrate a clear awareness of the audience and purpose for writing. Students are encouraged to plan their composition, and write and edit their work. They are given a blank page for planning, which is not scored, five lined pages on which to write, and a “Writer’s Checklist” that provides reminders for revising and editing. The test is administered in one sitting and is not timed.

In 2011, the OCCT in Writing consisted of one operational prompt that was administered to all students in Grade 5.

Grade 5 Scoring Criteria for Writing

Scoring criteria are based on the *PASS* standards and objectives where the student’s paper receives two types of test scores: Analytic Scores and a Composite Score.

Score	Ideas and Development 30%
4	<ul style="list-style-type: none"> • The content is well suited for the audience, purpose • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none"> • The content is adequate for the audience and purpose • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> • The content is inconsistent with the audience and purpose • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> • The content is irrelevant to the audience and purpose • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence 25%
4	<ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	<ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Score	Word Choice 15%
4	<ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to: <ul style="list-style-type: none"> – lively verbs – vivid nouns – imaginative adjectives – figurative language – dialogue • No vague, overused, repetitive language is used (a lot, great, very, really)
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> – attempts at figurative language and dialogue – some use of lively verbs, vivid nouns, and imaginative adjectives – few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs 15%
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas may be organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

Score	Grammar, Usage, and Mechanics 15%
4	<ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors are minor and do not affect readability
3	<ul style="list-style-type: none"> • The writer demonstrates adequate use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors may be more noticeable but do not significantly affect readability
2	<ul style="list-style-type: none"> • The writer demonstrates minimal use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none"> • The writer demonstrates very limited use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors are numerous and severely impede readability

Composite Score

A student’s composite score on the Writing assessment, **in part**, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale. A transformation formula to adjust for prompt difficulty and scorer effect is applied, and the score is then rounded up to the nearest whole number. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student’s composite score will range from 60 (the highest score) to 15 (the lowest score). The weights attributed to each analytic score are given in the table below.

Composite Score

Percentage	Analytic Score Category
30%	Ideas and Development
25%	Organization, Unity, and Coherence
15%	Word Choice
15%	Sentences and Paragraphs
15%	Grammar, Usage, and Mechanics

Steps to Calculate Grade 5 Writing Scores

The steps outlined below show how Grade 5 Writing scores are calculated based on the trait scores in one writing prompt. The table gives an example of how Grade 5 Writing scores will be calculated.

- STEP 1: Average the trait scores from the two raters to obtain each of the five analytic trait scores. Average the scores in Column C and Column D, and write the results in Column E.
- STEP 2: Apply the weights to the trait scores. Multiply the numbers in Column B and Column E, and write the results in Column F.
- STEP 3: Sum all the weighted trait scores in Column F (lower right corner).
- STEP 4: Multiply the sum from Column F by 15. This is the Raw Composite Score.
- STEP 5: Multiply the Raw Composite Score by 0.998 and add 3.216 to the product.

STEP 6: Round this transformed Writing score to the nearest whole numbers to obtain the final Grade 5 Writing score. After calculation, the final Grade 5 Writing score value will range from 15 to 60.

Calculating Scaled Composite Scores for 2010–2011 Grade 5 Writing Test

A	B	C	D	E	F
Analytic Traits	Weights	Trait Scores from Rater 1	Trait Scores from Rater 2	Average Trait Score (C+D)/2	Weighted Trait Scores (B × E)
Ideas and Development	.30	3	2	$(3+2)/2=2.5$	$.30 \times 2.5 = 0.75$
Organization, Unity, and Coherence	.25	3	3	$(3+3)/2=3.0$	$.25 \times 3.0 = 0.75$
Word Choice	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
Sentences and Paragraphs	.15	2	3	$(2+3)/2=2.5$	$.15 \times 2.5 = 0.375$
Grammar, Usage, and Mechanics	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
					Sum Above
					= 2.625

$2.625 \times 15 = 39.375$

Transformed Grade 5 Writing Score = $39.375 \times .988 + 3.216 = 42.119$

Final Grade 5 Writing Score = 42

Composite Score and Performance Level

Using the five analytic trait scores, a composite score is generated using a mathematical linear transformation. The composite score is devised, **in part**, by weighting the analytic trait scores. The composite score is used to categorize a student’s performance as Advanced, Satisfactory, Limited Knowledge, or Unsatisfactory, using the composite score ranges shown in the table below.

Performance Level Composite Score Ranges

Score	Performance Level
54–60	Advanced
36–53	Satisfactory
26–35	Limited Knowledge
15–25	Unsatisfactory
Unscorable	Unsatisfactory

Grade 5 Writing—Performance Level Short Descriptors

Advanced: Responses are fully developed using specific and detailed examples. The main idea is clear and gives an insightful perspective towards the topic. Organization is strong and logical moving the reader through the text using smooth transitions. The introduction and conclusion are satisfying. Word choice is rich and appeals to the audience. Writing demonstrates a variety of sentence structures, and ideas are organized into paragraphs. Grammar, usage, and mechanics are appropriate, and errors do not affect readability.

Satisfactory: Responses are adequately developed using some details and examples. The main idea is evident but may lack clarity. A perspective is sustained throughout most of the composition. Organization is evident and stays on topic using limited but effective transitions. The introduction and conclusion are appropriate. Word choice is varied but may not energize the writing. The writer uses a variety of sentence structures and small errors do not interfere with fluency. Ideas may be organized into paragraphs. Grammar, usage, and mechanics are adequate. While errors may be noticeable, they do not affect readability.

Limited Knowledge: Responses are adequately developed using some details and examples. The main idea is evident but may lack clarity. A perspective is sustained throughout most of the composition. Organization is evident and stays on topic using limited but effective transitions. The introduction and conclusion are appropriate. Word choice is varied but may not energize the writing. The writer uses a variety of sentence structures and small errors do not interfere with fluency. Ideas may be organized into paragraphs. Grammar, usage, and mechanics are adequate. While errors may be noticeable, they do not affect readability.

Unsatisfactory: Responses lack development and show little or no perspective to the topic. Organizational structure is not evident. Word choice is extremely limited and fails to communicate meaning. Sentence structure contains many errors, and no sentence variety or paragraphing is attempted. Errors with grammar, usage, and mechanics severely impede readability. Students who score in this range should be given comprehensive writing instruction.

Grade 5 Science

The Grade 5 OCCT in Science consists of 45 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 5 Science Test Blueprint for Process Standards and Objectives: 2010–2011

<i>PASS</i> Process Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Observe and Measure	10	22%	10
SI Metric (P1.1)	5		5
Similar/different characteristics (P1.2)	5		5
Classify	10	22%	10
Observable properties (P2.1)	5		5
Serial order (P2.2)	5		5
Experiment	11	24%	11
Experimental design (P3.2)	7		7
Hazards/practice safety (P3.4)	4		4
Interpret and Communicate	14	31%	14
Data tables/line/bar/trend and circle graphs (P4.2)	6		6
Prediction based on data (P4.3)	4		4
Explanations based on data (P4.4)	4		4
Total Test	45	100%	45

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Grade 5 Science Test Blueprint for Content Standards and Objectives: 2010–2011

<i>PASS</i> Content Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Properties of Matter and Energy	18	44%	18
Matter has physical properties (1.1)	6		6
Physical properties can be measured (1.2)	6		6
Energy can be transferred (1.3)	6		6
Organisms and Environments	12	29%	12
Dependence upon community (2.1)	6		6
Individual organism and species survival (2.2)	6		6
Structure of Earth and the Solar System	11	27%	11
Weather patterns (3.2)	6		6
Earth as a planet (3.3)	5		5
<i>Total Test</i>	41	100%	41

* Safety items are not included within the content blueprint

** The ideal percents are based on the total number of items on a test that are matched to the content standards and do not include items added for safety.

Performance Levels: Grade 5 Science

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
814–990	Advanced
700–815	Satisfactory
638–699	Limited Knowledge
400–637	Unsatisfactory

Grade 5 Science—Performance Level Short Descriptors

Advanced: Students consistently demonstrate a thorough understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. As well, students performing at this level consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating and practicing safety). The students regularly demonstrate a thorough and comprehensive understanding of the science processes and consistently apply many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data.

Satisfactory: Students demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences, as well as the ability to apply their understanding to practical situations at a level appropriate to Grade 5. In addition to demonstrating a general understanding and application of the science skills at previous levels, students performing at the Satisfactory level will:

- Make descriptive and numerical observations of the living and non-living world using Systems International units of measurement.
- Identify observable properties to classify objects, organisms, and events.
- Arrange the steps of a scientific problem in a logical order.
- Interpret line, bar, and circle graphs, and use data to construct explanations and predictions.
- Communicate the results of a scientific investigation based on data.
- Practice safety and recognize potential hazards in all science investigations.

Limited Knowledge: Students demonstrate a partial understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate to Grade 5. These students are partially able to recognize, design, and explain experimental procedures.

Unsatisfactory: Students do not demonstrate at least a minimal understanding of the science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate to Grade 5. Students in this range should be given comprehensive science instruction.

Grade 5 Social Studies

The Grade 5 OCCT in Social Studies consists of 60 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 5 Social Studies Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Early Exploration	8	13%	8
Expeditions (2.1)	4		4
Native American Reaction (2.2)	4		4
Colonial America	12	20%	12
Settlements and Migration (3.1)	4		4
Colonial Life (3.2)	4		4
Individuals and Groups (3.3)	4		4
American Revolution	12	20%	12
Causes and Results (4.1)	4		4
Declaration of Independence (4.3)	4		4
Individuals (4.4)	4		4
Early Federal Period	8	13%	8
Constitutional Provisions (5.2)	4		4
Ratification and Rights (5.3)	4		4
Geographic Skills	20	33%	20
Maps/Charts/Graphs Usage (7.1)	7		7
Human/Environment Interaction (7.2)	5		5
Historical Places (7.3)	4		4
Westward Movement (7.4)	4		4
Total Test	60	100%	60

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 5 Social Studies

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
786–990	Advanced
700–785	Satisfactory
645–699	Limited Knowledge
400–644	Unsatisfactory

Grade 5 Social Studies—Performance Level Short Descriptors

Advanced: Students demonstrate a thorough understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources, explaining cause and effect, comparing and contrasting, distinguishing fact from opinion, and interpretation) expected of all students at the fifth grade level. Students performing at the Advanced performance level should be able to take the concepts at the Satisfactory performance level and understand the interrelationships among them; demonstrate in-depth understanding of the chronological order of events; cause and effect; ideas beyond the basics; interpret and analyze; application of knowledge from other subject areas; higher analysis; complex conclusions; sequence events; and sophisticated vocabulary usage.

Satisfactory: Students demonstrate a general understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources, explaining cause and effect, comparing and contrasting, distinguishing fact from opinion, and interpretation) expected of all students at the fifth grade level. Students performing at the Satisfactory performance level should be able to make a low-level compare and contrast; cause and effect; mental mapping; interpret various information from different kinds of maps; make an inference; draw conclusions; make generalizations; and understand basic terminology.

Limited Knowledge: Students demonstrate a limited understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources, explaining cause and effect, comparing and contrasting, distinguishing fact from opinion, and interpretation) expected of all students at the fifth grade level. Students performing at the Limited Knowledge performance level should be able to draw some conclusions; interpret a quote; and apply basic analysis of maps.

Unsatisfactory: Students demonstrate a poor understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources, explaining cause and effect, comparing and contrasting, distinguishing fact from opinion, and interpretation) expected of all students at the fifth grade level. Students performing at the Unsatisfactory performance level should be able to have a very basic understanding of U.S. History, fact based information, and simple map basics.

Grade 6 Oklahoma Core Curriculum Tests—Mathematics and Reading

This year students in Grade 6 were tested in Mathematics and Reading. The Grade 6 OCCTs in Mathematics and Reading are criterion-referenced tests, which compare a student’s performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics and Reading, a student’s test performance is reported according to one of four Performance Levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 6 Mathematics

The Grade 6 OCCT in Mathematics consists of 50 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 6 Mathematics Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	13	26%	13
Algebra Patterns (1.1)	4		4
Expressions and Equations (1.2)	4		4
Number Properties (1.3)	3		3
Solving Equations (1.4)	2		2
Number Sense and Operation	15	30%	15
Number Sense (2.1)	5		5
Number Operations (2.2)	10		10
Geometry	8	16%	8
Three Dimensional Figures (3.1)	2		2
Congruent and Similar Figures (3.2)	2		2
Coordinate Geometry (3.3)	4		4
Measurement	7	14%	7
Circles (4.1)	4		1
Conversions (4.2)	3		6
Data Analysis	7	14%	7
Data Analysis (5.1)	3		4
Probability (5.2)	2		0
Central Tendency (5.3)	2		3
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 6 Mathematics

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
795–990	Advanced
700–794	Proficient
664–699	Limited Knowledge
440–663	Unsatisfactory

Grade 6 Mathematics—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically will:

- Multiply, divide, estimate, compare, and convert fractions, mixed numbers, decimals, and percents to solve single- and multi-step problems.
- Generalize and extend patterns and functions using tables, graphs, and number properties.
- Use substitution and the order of operations to simplify and evaluate algebraic expressions (including exponents and parentheses).
- Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality.
- Convert, compare, and order decimals, fractions, and percents using a variety of methods.
- Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents.
- Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.
- Compare and contrast the basic characteristics of three-dimensional figures.
- Compare and contrast congruent and similar figures.
- Use formulas to find the circumference and area of circles in terms of pi.
- Organize, construct displays, and interpret data to solve problems.

- Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.
- Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 6 Reading

The Grade 6 OCCT in Reading consists of 50 multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include short story, novel, drama, poetry, nonfiction, autobiography, biography, fable, folk tale, mystery, and myth. Students are asked to respond to a variety of items written to the standards of Vocabulary; Comprehension and Critical Literacy; Literature; and Research and Information. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

The Grade 6 OCCT in Reading asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 6 Reading Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Vocabulary	8	16%	8
Words in Context (1.1)	4		4
Word Origins (1.2)	4		4
Comprehension/Critical Literacy	20	40%	20
Literal Understanding (3.1)	4		4
Inferences and Interpretation (3.2)	4–6		6
Summary and Generalization (3.3)	4–6		6
Analysis and Evaluation (3.4)	4–6		4
Literature	14	28%	14
Literary Genres (4.1)	4		4
Literary Elements (4.2)	4–6		6
Figurative Language/Sound Devices (4.3)	4–6		4
Research and Information	8	16%	8
Accessing Information (5.1)	4		4
Interpreting Information (5.2)	4		4
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 6 Reading

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
828–990	Advanced
700–827	Proficient
647–699	Limited Knowledge
400–646	Unsatisfactory

Grade 6 Reading—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- Utilize various strategies to determine stated and implied word meanings.
- Determine main idea and supporting details.
- Recognize structural patterns in literature.
- Make inferences, generalizations, predictions, and draw conclusions from various types of literature.
- Summarize and paraphrase information from a text.
- Distinguish among fact, supported inferences, and opinion in a variety of texts.
- Analyze characteristics of various genres and subgenres.
- Identify and explain elements of figurative language, literary elements, and sound devices.
- Compare and contrast ideas and themes across texts.
- Recognize elements of literature to determine author’s purpose.
- Interpret poetry and poetic styles.
- Recognize and determine function and effect of literary devices.
- Determine the best source for a given purpose.

- Analyze information from a variety of sources.
- Use timelines, outlines, and graphic organizers to support and explain story ideas.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 7 Oklahoma Core Curriculum Tests—Mathematics, Reading, and Geography

This year students in Grade 7 were tested in Mathematics, Reading, and Geography. The Grade 7 OCCTs are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics, Reading, and Geography, a student's test performance is reported according to one of four Performance Levels: Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory.

Grade 7 Mathematics

The Grade 7 OCCT in Mathematics consists of 50 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 7 Mathematics Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	15	30%	15
Linear Relationships (1.1)	5		5
Solving Equations (1.2)	5		5
Solving and Graphing Inequalities (1.3)	5		5
Number Sense and Operation	11	22%	11
Number Sense (2.1)	5		5
Number Operations (2.2)	6		6
Geometry	8	16%	8
Classifying Figures (3.1)	2–3		3
Lines and Angles (3.2)	2–3		3
Transformations (3.3)	2–3		2
Measurement	9	18%	9
Perimeter and Area (4.1)	5		5
Circles (4.2)	2		2
Composite Figures (4.3)	2		2
Data Analysis	7	14%	7
Data Analysis (5.1)	2		2
Probability (5.2)	2		2
Central Tendency (5.3)	3		3
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 7 Mathematics

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
800–990	Advanced
700–799	Proficient
674–699	Limited Knowledge
440–673	Unsatisfactory

Grade 7 Mathematics—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically will:

- Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables.
- Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality.
- Model, write, solve, and graph one-step linear inequalities with one variable.
- Compare and order positive and negative rational numbers.
- Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers.
- Solve problems using ratios and proportions.
- Simplify numerical expressions with integers, exponents, and parentheses using order of operations.
- Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles.
- Identify and analyze the angle relationships formed by parallel lines cut by a transversal.
- Construct geometric figures and identify geometric transformations on the rectangular coordinate plane.
- Find the area and perimeter of composite figures to solve application problems.
- Compare, translate, and interpret between displays of data.

- Determine the probability of an event involving “or”, “and”, or “not”.
- Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 7 Reading

The Grade 7 OCCT in Reading consists of 50 multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. Students are asked to respond to a variety of items written to the standards of Vocabulary; Comprehension and Critical Literacy; Literature; and Research and Information. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

The Grade 7 OCCT in Reading asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is shown in the following table.

Grade 7 Reading Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Vocabulary	10	20%	10
Words in Context (1.1)	3–4		4
Word Origins (1.2)	3–4		3
Idioms and Comparisons (1.3)	3–4		3
Comprehension/Critical Literacy	20	40%	20
Literal Understanding (3.1)	4		4
Inferences and Interpretation (3.2)	4–6		5
Summary and Generalization (3.3)	4–6		5
Analysis and Evaluation (3.4)	4–6		6
Literature	12	24%	12
Literary Genres (4.1)	4		4
Literary Elements (4.2)	4		4
Figurative Language/Sound Devices (4.3)	4		4
Research and Information	8	16%	8
Accessing Information (5.1)	4		4
Interpreting Information (5.2)	4		4
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 7 Reading

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
802–990	Advanced
700–801	Proficient
668–699	Limited Knowledge
400–667	Unsatisfactory

Grade 7 Reading—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- Utilize a wide variety of strategies to determine literal and non-literal word meanings.
- Identify and explain idioms and comparisons to infer literal and figurative meanings of words and phrases.
- Determine author’s purpose and make inferences supported by character thoughts or narrator descriptions.
- Recognize and understand transition words in text.
- Demonstrate literal understanding of a variety of texts.
- Summarize the main idea and how it is supported with specific details.
- Demonstrate comprehension by inferring, summarizing, generalizing, predicting, analyzing, and evaluating ideas from a variety of texts.
- Distinguish between stated fact, reasoned judgment, and opinions in text.
- Analyze elements of fiction and nonfiction.
- Analyze characteristics of genres and subgenres.
- Interpret figurative language, sound devices, and elements of literature.
- Select the best source for a given purpose.
- Use appropriate strategies to organize, summarize, paraphrase, and interpret information.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 7 Geography

Geography is the study of spatial patterns of the human and physical dimensions of the world. Students will explore how these spatial patterns form, change over time, and relate to one another throughout various regions. Students will examine the cultural, political, and economic developments, physical geography, and population distribution for each region.

The Grade 7 OCCT in Geography consists of 45 multiple-choice items and is administered in an online format. The test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

GRADE 7

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 7 Geography Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Geographic Tools/ Geography Skills	9	20%	9
Map Concepts (1.2)	4		4
Maps/Charts/Graphs (6.1)	5		5
Regions	12	27%	12
Regional Characteristics (2.1)	4		4
Conflict/Cooperation (2.2)	4		4
Locations (2.4)	4		4
Physical Systems	8	18%	8
Climate/Weather (3.2)	4		4
Natural Disasters (3.3)	4		4
Human Systems	8	18%	8
World Cultures (4.1)	4		4
Population Issues (4.5)	4		4
Human/Environment Interaction	8	18%	8
Natural Resources (5.1)	4		4
Human Modification (5.2)	4		4
Total Test	45	100%	45

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 7 Geography

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
847–990	Advanced
700–846	Satisfactory
595–699	Limited Knowledge
400–594	Unsatisfactory

Grade 7 Geography—Performance Level Short Descriptors

Advanced: Students consistently demonstrate a thorough understanding of the knowledge and skills expected of all students at this grade level and are able to apply these skills to novel situations. In addition to these skills, students performing at the Advanced level will be able to compare and contrast, interpret, analyze, and apply this information in greater depth/detail.

Satisfactory: Students demonstrate a general understanding of the study of spatial patterns of the human and physical dimensions of the world. Students scoring at the Satisfactory level typically comprehend world geography using the following skills:

- Use maps and other geographic representations as sources of information about people, places, and environments.
- Interpret information resources such as charts, graphs, diagrams, photographs, etc.
- Explain/describe relationships among people, places, and environments.
- Identify the impact of humans on their environment.
- Identify the major cultural and physical regions of the world.
- Identify the interactions of physical systems that shape the patterns of the earth's resources.
- Make basic inferences and/or draw conclusions.
- Organize, classify, and compare data.
- Examine and draw conclusions about problems and issues from a geographic perspective using the skills and tools of geography.
- Examine and describe the human systems of the world and major changes in those systems.

Limited Knowledge: Students demonstrate a partial understanding of the geography knowledge and skills expected of all students at this grade level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students do not demonstrate at least a Limited Knowledge level of the skills expected of all students at this grade level.

Grade 8 Oklahoma Core Curriculum Tests—Mathematics; Reading; Writing; Science; and U.S. History, Constitution, and Government

This year students in Grade 8 were tested in Mathematics; Reading; Science; U.S. History, Constitution, and Government; and Writing. The Grade 8 OCCTs are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics; Reading; Science; U.S. History, Constitution, and Government; and Writing, a student's test performance is reported according to one of four Performance Levels: Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory.

Grade 8 Mathematics

The Grade 8 OCCT in Mathematics consists of 50 multiple-choice items and is administered in an online format. The test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 8 Mathematics Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	16	32%	16
Equations (1.1)	10–12		11
Inequalities (1.2)	4–6		5
Number Sense and Operation	11	22%	11
Number Sense (2.1)	3–4		4
Number Operations (2.2)	7–8		7
Geometry	9	18%	9
Three Dimensional Figures (3.1)	5		5
Pythagorean Theorem (3.2)	4		4
Measurement	7	14%	7
Surface Area and Volume (4.1)	3		3
Ratio and Proportions (4.2)	2		2
Composite Figures (4.3)	2		2
Data Analysis	7	14%	7
Data Analysis (5.1)	3		3
Central Tendency (5.3)	4		4
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 8 Mathematics

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
774–990	Advanced
700–773	Proficient
642–699	Limited Knowledge
440–641	Unsatisfactory

Grade 8 Mathematics—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically will:

- Model, write, and solve multi-step linear equations with one variable using a variety of methods to solve application problems.
- Graph and interpret the solution to one- and two-step linear equations on a number line with one variable and on a coordinate plane with two variables.
- Predict the effect on the graph of a linear equation when the slope or y -intercept changes.
- Model, write, solve, and graph one- and two-step linear inequalities with one variable.
- Represent and interpret large numbers and numbers less than one in exponential and scientific notation.
- Use the rules of exponents, including integer exponents, to solve problems.
- Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.
- Construct models, sketch, and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms.
- Develop and apply the Pythagorean Theorem to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle.
- Develop and apply formulas to find the surface area and volume of rectangular prisms, triangular prisms, and cylinders.
- Apply knowledge of ratio and proportion to solve relationships between similar geometric figures.
- Select, analyze, and apply data displays in appropriate formats to draw conclusions and solve problems.
- Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 8 Reading

The Grade 8 OCCT in Reading consists of 50 multiple-choice items from passages of various genres encountered every day both in and out of the school setting. These genres include classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. Students are asked to respond to a variety of items written to the standards of Vocabulary; Comprehension and Critical Literacy; Literature; and Research and Information. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Students who were unable to take the online test were given a paper and pencil test upon receiving approval from the Oklahoma State Department of Education.

The Grade 8 OCCT in Reading asks students to respond to a variety of items measuring student achievement of the standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 8 Reading Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Vocabulary	6	12%	6
Words in Context (1.1)	2		2
Word Origins (1.2)	2		2
Idioms and Comparisons (1.3)	2		2
Comprehension/Critical Literacy	21	42%	21
Literal Understanding (3.1)	4		4
Inferences and Interpretation (3.2)	4–6		5
Summary and Generalization (3.3)	5–7		5
Analysis and Evaluation (3.4)	6–8		7
Literature	15	30%	15
Literary Genre (4.1)	4		4
Literary Elements (4.2)	5–7		6
Figurative Language/Sound Devices (4.3)	4–6		5
Research and Information	8	16%	8
Accessing Information (5.1)	4		4
Interpreting Information (5.2)	4		4
Total Test	50	100%	50

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 8 Reading

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
833–990	Advanced
700–832	Proficient
655–699	Limited Knowledge
400–654	Unsatisfactory

Grade 8 Reading—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- Utilize a wide variety of strategies to determine literal and non-literal word meanings.
- Identify and explain idioms and comparisons to infer literal and figurative meanings of words and phrases.
- Determine author's purpose and make inferences supported by character thoughts or narrator descriptions.
- Recognize and understand transition words in text.
- Demonstrate literal understanding of a variety of texts.
- Summarize the main idea and how it is supported with specific details.
- Demonstrate comprehension by inferring, summarizing, generalizing, predicting, analyzing, and evaluating ideas from a variety of texts.
- Distinguish between stated fact, reasoned judgment, and opinions in text.
- Analyze elements of fiction and nonfiction.
- Analyze characteristics of genres and subgenres.
- Interpret figurative language, sound devices, and elements of literature.
- Select the best source for a given purpose.
- Use appropriate strategies to organize, summarize, paraphrase, and interpret information.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 8 Writing

Each year, students in Grade 8 take the State’s OCCT in Writing. Students are given a specific writing task and write their responses in their test books. Students may choose from any of the writing modes and forms to demonstrate a clear awareness of the audience and purpose for writing. Students are encouraged to plan their composition, and write and edit their work. They are given a blank page for planning, which is not scored, five lined pages on which to write, and a “Writer’s Checklist” that provides reminders for revising and editing. This is administered in one sitting and is not timed.

In 2011, the OCCT in Writing consisted of one operational prompt that was administered to all students in Grade 8.

Grade 8 Scoring Criteria for Writing

Scoring criteria are based on the *PASS* standards and objectives where the student’s paper receives two types of test scores: Analytic Scores and a Composite Score.

Score	Ideas and Development 30%
4	<ul style="list-style-type: none"> • The content is well suited for the audience, purpose • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none"> • The content is adequate for the audience and purpose • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> • The content is inconsistent with the audience and purpose • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> • The content is irrelevant to the audience and purpose • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence 25%
4	<ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	<ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Score	Word Choice 15%
4	<ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to: <ul style="list-style-type: none"> – lively verbs – vivid nouns – imaginative adjectives – figurative language – dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> – attempts at figurative language and dialogue – some use of lively verbs, vivid nouns, and imaginative adjectives – few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs 15%
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

Score	Grammar, Usage, and Mechanics 15%
4	<ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors are minor and do not affect readability
3	<ul style="list-style-type: none"> • The writer demonstrates adequate use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors may be more noticeable but do not significantly affect readability
2	<ul style="list-style-type: none"> • The writer demonstrates minimal use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none"> • The writer demonstrates very limited use of correct: <ul style="list-style-type: none"> – spelling – punctuation – capitalization – grammar – usage • Errors are numerous and severely impede readability

Composite Score

A student's composite score on the Writing assessment, **in part**, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale. A transformation formula to adjust for prompt difficulty and scorer effect is applied, and the score is then rounded up to the nearest whole number. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student's composite score will range from 60 (the highest score) to 15 (the lowest score). The weights attributed to each analytic score are given in the table below.

Composite Score

Percentage	Analytic Score Category
30%	Ideas and Development
25%	Organization, Unity, and Coherence
15%	Word Choice
15%	Sentences and Paragraphs
15%	Grammar, Usage, and Mechanics

Steps to Calculate Grade 8 Writing Scores

The steps outlined below show how Grade 8 Writing scores are calculated based on the trait scores in one writing prompt. The table gives an example of how Grade 8 Writing scores will be calculated.

- STEP 1: Average the trait scores from the two raters to obtain each of the five analytic trait scores. Average the scores in Column C and Column D, and write the results in Column E.
- STEP 2: Apply the weights to the trait scores. Multiply the numbers in Column B and Column E, and write the results in Column F.
- STEP 3: Sum all the weighted trait scores in Column F (lower right corner).
- STEP 4: Multiply the sum from Column F by 15. This is the Raw Composite Score.
- STEP 5: Multiply the Raw Composite Score by 1.085 and subtract 0.979 from the product.

STEP 6: Round this transformed Writing score to the nearest whole numbers to obtain the final Grade 8 Writing score. After calculation, the final Grade 8 Writing score value will range from 15 to 60.

Calculating Scaled Composite Scores for 2010–2011 Grade 8 Writing Test

A	B	C	D	E	F
Analytic Traits	Weights	Trait Scores from Rater 1	Trait Scores from Rater 2	Average Trait Score (C+D)/2	Weighted Trait Scores (B × E)
Ideas and Development	.30	3	2	$(3+2)/2=2.5$	$.30 \times 2.5 = 0.75$
Organization, Unity, and Coherence	.25	3	3	$(3+3)/2=3.0$	$.25 \times 3.0 = 0.75$
Word Choice	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
Sentences and Paragraphs	.15	2	3	$(2+3)/2=2.5$	$.15 \times 2.5 = 0.375$
Grammar, Usage, and Mechanics	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
					Sum Above = 2.625

$2.625 \times 15 = 39.375$

Transformed Grade 8 Writing Score = $39.375 \times 1.085 - 0.979 = 41.743$

Final Grade 8 Writing Score = 41

Composite Score and Performance Level

Using the five analytic trait scores, a composite score is generated using a mathematical linear transformation. The composite score is devised, **in part**, by weighting the analytic trait scores. The composite score is used to categorize a student’s performance as Advanced, Satisfactory, Limited Knowledge, or Unsatisfactory, using the composite score ranges shown in the table below.

Performance Level Composite Score Ranges

Score	Performance Level
54–60	Advanced
36–53	Satisfactory
25–35	Limited Knowledge
15–24	Unsatisfactory
Unscorable	Unsatisfactory

Grade 8 Writing—Performance Level Short Descriptors

Advanced: Responses are fully developed using specific and detailed examples. The main idea is clear and gives an insightful perspective towards the topic. Organization is strong and logical moving the reader through the text using smooth transitions. The introduction and conclusion are satisfying. Word choice is rich and appeals to the audience. Writing demonstrates a variety of sentence structures, and ideas are organized into paragraphs. Grammar, usage, and mechanics are appropriate, and errors do not affect readability.

Satisfactory: Responses are adequately developed using some details and examples. The main idea is evident but may lack clarity. A perspective is sustained throughout most of the composition. Organization is evident and stays on topic using limited but effective transitions. The introduction and conclusion are appropriate. Word choice is varied but may not energize the writing. The writer uses a variety of sentence structures and small errors do not interfere with fluency. Ideas are organized into paragraphs. Grammar, usage, and mechanics are adequate. While errors may be noticeable, they do not affect readability.

Limited Knowledge: Responses are minimally developed using few details. A perspective is not clearly expressed. Organization lacks appropriate structure, and details may be randomly placed. Limited transitions are evident. Word choice is simplistic or vague and is unimaginative. Sentence structure lacks control and errors interfere with fluency. Little or no paragraphing is attempted. Errors with grammar, usage, and mechanics distract from the readability.

Unsatisfactory: Responses lack development and show little or no perspective to the topic. Organizational structure is not evident. Word choice is extremely limited and fails to communicate meaning. Sentence structure contains many errors, and no sentence variety or paragraphing is attempted. Errors with grammar, usage, and mechanics severely impede readability. Students who score in this range should be given comprehensive writing instruction.

Grade 8 Science

The Grade 8 OCCT in Science consists of 45 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 8 Science Test Blueprint for Process Standards and Objectives: 2010–2011

<i>PASS</i> Process Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Observe and Measure	8	18%	8
Qualitative/quantitative observations/changes (P1.1)	4		4
SI (metrics) units/appropriate tools (P1.2 and P1.3)	4		4
Classify	8	18%	8
Classification system (P2.1)	4		4
Properties ordered (P2.2)	4		4
Experiment	16	36%	16
Experimental design (P3.2)	6		6
Identify variables (P3.3)	6		6
Hazards/practice safety (P3.6)	4		4
Interpret and Communicate	13	29%	13
Data tables/line/bar/trend and circle graphs (P4.2)	7		7
Explanations/prediction (P4.3)	6		6
Total Test	45	100%	45

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Grade 8 Science Test Blueprint for Content Standards and Objectives: 2010–2011

<i>PASS</i> Content Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Properties and Chemical Changes in Matter	7–8	19%	8
Chemical reactions (1.1)	3–4		4
Conservation of matter (1.2)	3–4		4
Motion and Forces	8	20%	8
Motion of an Object (2.1)	4		4
Object subjected to a force (2.2)	4		4
Diversity and Adaptations of Organisms	9	22%	9
Classification (3.1)	5		5
Internal and external structures (3.2)	4		4
Structures/Forces of the Earth/Solar System	8	20%	8
Landforms results from constructive and destructive forces (4.1)	4		4
Rock cycle (4.2)	4		4
Earth's History	7–8	19%	8
Catastrophic events (5.1)	3–4		4
Fossil evidence (5.2)	3–4		4
Total Test	41	100%	41

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 8 Science

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
829–990	Advanced
700–828	Satisfactory
647–699	Limited Knowledge
400–646	Unsatisfactory

Grade 8 Science—Performance Level Short Descriptors

Advanced: Students consistently demonstrate a thorough understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. As well, students performing at this level consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and practicing safety). The students regularly demonstrate a thorough and comprehensive understanding of the science processes and consistently apply many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data.

Satisfactory: Students demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences, as well as the ability to apply their understanding to practical situations at a level appropriate to Grade 8. In addition to demonstrating a general understanding and application of the science skills at previous levels, students performing at the Satisfactory level will:

- Make qualitative and quantitative observations of the living and non-living world using Systems International units of measurement.
- Classify objects, organisms, and events.
- Arrange the steps of a scientific problem in a logical order, identify simple variables, and identify testable hypotheses for an experiment.
- Interpret line, bar, and circle graphs, and recognize patterns in scientific data.
- Communicate scientific procedures and explanations.
- Practice safety and recognize potential hazards in all science investigations.

Limited Knowledge: Students demonstrate a partial understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate to Grade 8. These students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures.

Unsatisfactory: Students do not demonstrate at least a minimal understanding of the science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate to Grade 8. Students in this range should be given comprehensive science instruction.

Grade 8 U.S. History, Constitution, and Government

The Grade 8 OCCT in U.S. History, Constitution, and Government consists of 45 multiple-choice items. This test asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

Grade 8 U.S. History, Constitution, and Government Test: 2010–2011

<i>PASS</i> Standards and Objectives	Ideal Number of Items for Alignment to <i>PASS</i> *	Ideal Percentage of Items**	Actual Number of Items
			Spring 2011
Social Studies Process Skills (1.0)	6	13%	6
Causes and Results of the American Revolution (3.0/4.0)	10	22%	10
Causes of the American Revolution (3.0)	5		5
Results of the American Revolution (4.0)	5		5
Governing Documents/Early Federal Period (5.0)	6	13%	6
Northern/Southern Economic Growth (6.0)	4	9%	4
Jacksonian Era (7.0)	4	9%	4
Cultural Growth and Reform (8.0)	4	9%	4
Westward Movement (9.0)	6	13%	6
Eve of War (10.0)	5	11%	5
Total Test	45	100%	45

* A minimum of four items is required to report results for an objective, and a minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

** Percents are approximations and may result in a sum other than 100 due to rounding.

Performance Levels: Grade 8 U.S. History, Constitution, and Government

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
821–990	Advanced
700–820	Satisfactory
622–699	Limited Knowledge
400–621	Unsatisfactory

Grade 8 U.S. History, Constitution, and Government—Performance Level Short Descriptors

Advanced: Students demonstrate a thorough understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources; synthesis; evaluation; prediction; assessment; explaining cause and effect; comparing and contrasting; distinguishing among propaganda, fact, and opinion; and interpretation) expected of all students at the eighth grade level in United States History. Students performing at the Advanced performance level should consistently and thoroughly demonstrate an understanding and application of all skills at the Satisfactory performance level; use sophisticated social studies terminology; demonstrate in-depth understanding of the chronology of historical events and the interrelationships among them; and make sophisticated interpretations of evidence.

Satisfactory: Students demonstrate a general understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources; synthesis; evaluation; prediction; assessment; explaining cause and effect; comparing and contrasting; distinguishing among propaganda, fact, and opinion; and interpretation) expected of all students at the eighth grade level in United States History. Students scoring at the Satisfactory performance level typically show general understanding and knowledge of the chronology of historical events and the interrelationships among them; use social studies skills; and make clear and logical interpretations of evidence.

Limited Knowledge: Students demonstrate a general understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources; synthesis; evaluation; prediction; assessment; explaining cause and effect; comparing and contrasting; distinguishing among propaganda, fact, and opinion; and interpretation) expected of all students at the eighth grade level in United States History. Students scoring at the Satisfactory performance level typically show general understanding and knowledge of the chronology of historical events and the interrelationships among them; use social studies skills; and make clear and logical interpretations of evidence.

Unsatisfactory: Students demonstrate a general understanding of the knowledge and skills (e.g., identification and analysis of primary and secondary sources; synthesis; evaluation; prediction; assessment; explaining cause and effect; comparing and contrasting; distinguishing among propaganda, fact, and opinion; and interpretation) expected of all students at the eighth grade level in United States History. Students scoring at the Satisfactory performance level typically show general understanding and knowledge of the chronology of historical events and the interrelationships among them; use social studies skills; and make clear and logical interpretations of evidence.

End-of-Instruction Test Content and Performance Descriptors

This section provides the following information about each End-of-Instruction ACE subject test:

- ❑ Content description—A description of the *PASS* standards and objectives represented in the test.
- ❑ Test blueprint—The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test.
- ❑ Performance level descriptors (short)—There are short and long descriptors that identify the student performance level according to what the student has learned or can do. Short descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient, Limited Knowledge, Unsatisfactory. These descriptors appear on several of the reports: Student Report, Student Roster by OPI Score, and Class Summary Report.

Refer to *OCCT Components and Concepts* for an explanation of these terms.

All End-of-Instruction ACE subject tests are provided in an online format.

End-of-Instruction ACE Algebra I

The End-of-Instruction OCCT in ACE Algebra I asks students to respond to items representing the *PASS* standards of Number Sense and Algebraic Operations, Relations and Functions, and Data Analysis, Probability, and Statistics. The Number Sense and Algebraic Operations standard requires students to use expressions and equations to model number relationships. The Relations and Functions standard requires students to use relations and functions to model number relationships. The Data Analysis, Probability, and Statistics standard requires students to use data analysis, probability, and statistics to formulate and justify predictions from a set of data. Student performance is reported at the standard and objective levels.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

ACE Algebra I Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
Number Sense and Algebraic Operations (1.0)		15	27%	15	15	15
1.1	Equations and Formulas	6		6	6	6
1.2	Expressions	9		9	9	9
Relations and Functions (2.0)		31	56%	31	31	31
2.1	Relations/Functions	6		6	6	6
2.2	Linear Equations and Graphs	15		15	15	15
2.3	Linear Inequalities and Graphs	6		6	6	6
2.4	Systems of Equations	4		4	4	4
Data Analysis, Probability, and Statistics (3.0)		9	16%	9	9	9
3.1	Data Analysis	5		5	5	5
3.2	Line of Best Fit	4		4	4	4
Total Test		55	100%	55	55	55

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

Performance Levels: End-of-Instruction ACE Algebra I

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
762–999	Advanced
700–761	Proficient
662–699	Limited Knowledge
490–661	Unsatisfactory

End-of-Instruction ACE Algebra I—Performance Level Short Descriptors

Advanced: Students demonstrate a superior performance of the challenging subject matter, knowledge, and skills of the measured objectives included in the Algebra I *PASS* framework. Students performing at the Advanced performance level can thoroughly demonstrate understanding of number sense and algebraic operations; relations and functions; and data analysis, probability, and statistics. Students use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations.

Proficient: Students demonstrate a mastery of Algebra I concepts expected of all measured objectives included in the Algebra I *PASS* framework, and the ability to demonstrate mathematics knowledge, skills, and processes. Students at the Proficient level can translate word phrases and sentences into expressions and equations; use formulas and mathematics concepts to solve multi-step problems; simplify and factor polynomials; calculate slope; use and interpret slope and intercepts; distinguish between parallel, perpendicular, horizontal, or vertical lines; develop the equation of a line and graph linear relationships; match simple equations or inequalities to a graph, table, or situation; make valid predictions and/or arguments based on collected data; use a line-of-best-fit model to represent collected data; use mathematics to solve problems encountered in daily life; use a variety of mathematical representations to model real world situations.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured objectives included in the Algebra I *PASS* framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically. These students may need interventions as part of a comprehensive mathematics instructional program.

Unsatisfactory: Students who do not perform at least at the Limited Knowledge level and who will likely require remediation.

End-of-Instruction ACE Algebra II

The End-of-Instruction OCCT in ACE Algebra II asks students to respond to items representing the *PASS* standards of Number Systems and Algebraic Operations, Relations and Functions, and Data Analysis, Probability, and Statistics. The Number Systems and Algebraic Operations standard requires students to perform operations with rational, radical, and polynomial expressions, as well as expressions involving complex numbers. The Relations and Functions standard requires students to use relationships among the solution of an equation, zero of a function, x-intercepts of a graph, and factors of a polynomial expression to solve problems involving relations and functions. The Data Analysis, Probability, and Statistics standard requires students to use data analysis and statistics to formulate and justify predictions from a set of data. Student performance is reported at the standard and objective levels.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

ACE Algebra II Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
Number Systems and Algebraic Operations (1.0)		15	27%	15	15	15
1.1	Rational Exponents	5–6		6	5	5
1.2	Polynomial and Rational Expressions	5–6		5	6	6
1.3	Complex Numbers	4		4	4	4
Relations and Functions (2.0)		31	56%	31	31	31
2.1	Functions and Function Notation	5		5	5	5
2.2	System of Equations	5		5	5	5
2.3	Quadratic Equations and Functions	5		5	5	5
2.4	Conic Sections	4		4	4	4
2.5	Exponential and Logarithmic Functions	4		4	4	4
2.6	Polynomial Equations and Functions	4		4	4	4
2.7	Rational Equations and Functions	4		4	4	4
Data Analysis, Probability, and Statistics (3.0)		9	16%	9	9	9
3.1	Analysis of Collected Data	5		5	5	5
3.3	Arithmetic and Geometric Sequences	4		4	4	4
Total Test		55	100%	55	55	55

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

Performance Levels: End-of-Instruction ACE Algebra II

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
783–999	Advanced
700–782	Proficient
654–699	Limited Knowledge
440–653	Unsatisfactory

End-of-Instruction ACE Algebra II—Performance Level Short Descriptors

Advanced: Students demonstrate a superior performance on challenging subject matter of all measured standards and objectives included in the Algebra II *PASS* framework. In addition to having this advanced level of Algebra II skills and the ability to independently apply these skills, students at the Advanced level consistently use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations. Students at this level are clearly prepared to excel in higher level mathematics classes and in job functions that require application of Algebra II knowledge and skills.

Proficient: Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the Algebra II *PASS* framework. The knowledge and skills expected of all students at the End-of-Instruction in Algebra II are as follows: simplify expressions involving rational exponents, polynomials, rational expressions, and complex numbers; perform operations with and combine functions; use various types of notations to specify domain and range; find and graph inverses; model and solve systems of equations; model, solve, and graph quadratic equations; identify, graph, and write equations of conic sections; model and graph exponential and logarithmic functions; apply inverse relationship between exponential and logarithmic functions; model, solve, and sketch the graph of polynomial equations; identify intercepts, maximums, and minimums of graphs of rational equations; display data on a scatter plot, intercept results using an equation, and identify whether the equation is a curve of best fit; identify and use arithmetic and geometric sequences and series to solve problems. Students at the Proficient level consistently and independently apply these skills to routine problems. Students at this level are prepared to succeed in higher level mathematics classes and in job functions that require application of Algebra II knowledge and skills.

Limited Knowledge: Students demonstrate a partial mastery of the essential mathematics knowledge, skills, and processes expected of all measured standards and objectives included in the Algebra II *PASS* framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and to reason mathematically. These students may need interventions as a part of a comprehensive mathematics instructional program.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level of the skills expected of all students at the End-of-Instruction in Algebra II. These students should be given intensive interventions as a part of a comprehensive mathematics instructional program.

End-of-Instruction ACE Biology I

The End-of-Instruction OCCT in ACE Biology I asks students to respond to a variety of items representing *PASS* Process/Inquiry standards and Content standards. The Process/Inquiry standards require students to Observe and Measure, Classify, Experiment, Interpret and Communicate, and Model. The Content standards require students to respond to items about The Cell, The Molecular Basis of Heredity, Biological Diversity, The Interdependence of Organisms, Matter/Energy/Organization in Living Systems, and The Behavior of Organisms. Student performance is reported at the standard and objective levels.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as shown in the following two tables:

ACE Biology I Test Blueprint for Process/Inquiry Standards and Objectives: 2010–2011

<i>PASS</i> Process/Inquiry Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
Observe and Measure (P1.0)		8	13%	8	8	8
P1.1	Qualitative/quantitative observations and changes	4		4	4	4
P1.2 P1.3	Use appropriate System International (SI) units and tools	4		4	4	4
Classify (P2.0)		8	13%	8	8	8
P2.1	Use observable properties to classify	4		4	4	4
P2.2	Identify properties of a classification system	4		4	4	4
Experiment (P3.0)		16	27%	16	16	16
P3.1	Evaluate the design of investigations	4		4	4	4
P3.2 P3.4	Identify a testable hypothesis, variables, and control in an experiment	4		4	4	4
P3.3	Use mathematics to show relationships	4		4	4	4
P3.5	Identify potential hazards and practice safety procedures in all science activities	4		4	4	4
Interpret and Communicate (P4.0)		20	34%	20	20	20
P4.1	Select predictions based on observed patterns of evidence	4		4	4	4
P4.3	Interpret line, bar, trend, and circle graphs	4		4	4	4
P4.4	Accept or reject a hypothesis	4		4	4	4
P4.5	Make logical conclusions based on experimental data	4		4	4	4
P4.8	Identify an appropriate graph or chart	4		4	4	4
Model (P5.0)		8	13%	8	8	8
P5.1	Interpret a model which explains a given set of observations	4		4	4	4
P5.2	Select predictions based on models	4		4	4	4
Total Test		60	100%	60	60	60

ACE Biology I Test Blueprint for Content Standards: 2010–2011

PASS Content Standards		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
The Cell (1.0)		8–12	14%–21%	9	8	8
1.1	Cell structures and functions	4–6		5	4	4
1.2	Differentiation of cells	4–6		4	4	4
The Molecular Basis of Heredity (2.0)		8–12	14%–21%	9	10	8
2.1	DNA structure and function in heredity	4–6		4	4	4
2.2	Sorting and recombination of genes	4–6		5	6	4
Biological Diversity (3.0)		8–12	14%–21%	9	9	8
3.1	Variation among organisms	4–6		4	5	4
3.2	Natural selection and biological adaptations	4–6		5	4	4
The Interdependence of Organisms (4.0)		12–15	21%–27%	12	12	14
4.1	Earth cycles including abiotic and biotic factors	4–5		4	4	4
4.2	Organisms both cooperate and compete	4–5		4	4	6
4.3	Population dynamics	4–5		4	4	4
Matter/Energy/Organization in Living Systems (5.0)		8–12	14%–21%	9	9	9
5.1	Complexity and organization used for survival	4–6		4	4	5
5.2	Matter and energy flow in living and nonliving systems	4–6		5	5	4
The Behavior of Organisms (6.0)		8–10	14%–18%	8	8	9
6.1	Specialized cells	4–5		4	4	5
6.2	Behavior patterns can be used to ensure reproductive success	4–5		4	4	4
Total Test		56¹	100%	56¹	56¹	56¹

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

¹ Four out of the 60 total items assess the “Safety” process standard for which there is no corresponding content standard.

Performance Levels: End-of-Instruction ACE Biology I

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
775–999	Advanced
691–774	Proficient
627–690	Limited Knowledge
440–626	Unsatisfactory

End of Instruction ACE Biology I—Performance Level Short Descriptors

Advanced: Students demonstrate a superior performance and understanding of the subject matter, knowledge, and skills of the science concepts expected of the measured standards and objectives included in the Biology I *PASS* framework, and they have the ability to apply their understanding to challenging situations. Students performing at the Advanced performance level can thoroughly demonstrate the ability to recognize and use scientific processes as defined in *PASS*. They analyze research questions and evaluate the design of investigations for a scientific problem; solve nonroutine problems that demand multi-step reasoning, integrating Biology I content knowledge and mathematical skills; and form conclusions from experimental data, justifying the reasoning for the conclusions.

Proficient: Students demonstrate a mastery of Biology I concepts expected of all measured standards and objectives included in the Biology I *PASS* framework, and the ability to apply science process skills to biological situations. Proficient students are ready for the next course, or level of education, as applicable. Proficient students can identify qualitative and quantitative changes; use observable properties to make biological classifications; identify experimental variables, identify possible hypotheses and recognize hazards; make predictions, interpret data, draw conclusions and identify a graph or chart from data; use mathematical skills when appropriate; describe biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand organism and species interaction in an ecosystem, and population dynamics; and identify the basic processes within photosynthesis and respiration.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the Biology I *PASS* framework. Student performing at Limited Knowledge are inconsistent in applying the general Biology I concepts and science process skills necessary to perform investigations and reason scientifically. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level and will require remediation.

End-of-Instruction ACE English II

The End-of-Instruction OCCT in ACE English II asks students to respond to items representing the *PASS* standards of Vocabulary, Comprehension, Literature, and Research and Information under the **Reading/Literature Strand**. This test also asks students to respond to a writing prompt representing the *PASS* standard of Writing and to items representing the *PASS* standards of Grammar/Usage and Mechanics under the **Writing/Grammar/Usage and Mechanics Strand**. Student performance is reported at the standard and objective levels.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

ACE English II Test Blueprint: 2010–2011

PASS Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
Reading/Literature						
Vocabulary (1.0)		6–8	9%–12%	6	6	6
Comprehension (2.0)		16–20	24%–30%	18	18	18
2.1	Literal Understanding	4–5		5	4	5
2.2	Inferences and Interpretation	4–5		4	5	4
2.3	Summary and Generalization	4–5		5	4	5
2.4	Analysis and Evaluation	4–5		4	5	4
Literature (3.0)		17–20	26%–30%	18	18	18
3.1	Literary Genres	4–5		4	4	4
3.2	Literary Elements	5–6		6	6	5
3.3	Figurative Language	4–5		4	4	4
3.4	Literary Works	4–5		4	4	5
Research and Information (4.0)		6	9%	6	6	6
Writing/Grammar/Usage and Mechanics						
Writing (1.0/2.0)		1	9%	1	1	1
	Writing Prompt	1 (6 pts)		1 (6 pts)	1 (6 pts)	1 (6 pts)
Grammar/Usage and Mechanics (3.0)		12	18%	12	12	12
3.1	Standard Usage	4		4	4	4
3.2	Mechanics and Spelling	4		4	4	4
3.3	Sentence Structure	4		4	4	4
Total Test		61 (66 pts)	100%	61 (66 pts)	61 (66 pts)	61 (66 pts)

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

Performance Levels: End-of-Instruction ACE English II

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
797–999	Advanced
693–796	Proficient
588–692	Limited Knowledge
440–587	Unsatisfactory

End-of-Instruction ACE English II—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English II *PASS* framework. Students performing at the Advanced performance level consistently demonstrate an ability to analyze, evaluate, and interpret abstract text. They demonstrate an in-depth understanding of a broad variety of literary forms and a thorough understanding of correct Standard English usage. Students consistently display a sophisticated comprehension of literary elements and techniques and recognize their effects on the development of the various literary forms. Students apply a wide variety of research strategies for organizing and interpreting factual information. Written responses demonstrate superior levels of focused topic support, advanced organization and planning, varied word choice and sentence structure, and few grammar, usage, or mechanical errors. Students demonstrate adept understanding of strategies and skills for reading and comprehending literature and for writing. Students use strategic thinking to analyze literature, generate ideas, make inferences and predictions, and restructure information. Students use extended thinking to synthesize elements, integrate ideas, establish criteria, and judge outcomes.

Proficient: Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English II *PASS* framework. Proficient students are ready for the next course or level of education, as applicable. Students scoring Proficient use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) through literal understanding, inferences, interpretation, generalization, analysis, and evaluation. Students demonstrate an understanding of various literary forms and regularly apply basic research strategies to organize and interpret factual information. They demonstrate a general understanding of how literary elements and techniques affect the development of various literary forms. Students at this level demonstrate an adequate understanding of correct Standard English usage. Written responses demonstrate focused support of the topic, adequate organization and planning, appropriate word choice, varied sentence structures, and limited grammar, usage, or mechanical errors. Students demonstrate competent strategies and skills for reading and comprehending literature and for writing.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English II *PASS* framework. Students scoring Limited Knowledge demonstrate inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (both fiction and nonfiction) and demonstrate some understanding of the various literary forms. They demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms. Students at this level demonstrate only a partial understanding of correct use of Standard English, and they inconsistently apply simple research strategies when organizing and

interpreting factual information. Written responses indicate minimal focus, limited support of the topic, little or no organization and/or planning, vague and/or inappropriate word choice, and frequent errors in basic sentence structure and grammar, usage, and mechanics that limit readability.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level and will need comprehensive remedial instruction in English II.

End-of-Instruction ACE English II Writing

Student performance on the Writing portion of the ACE English II test receives two types of scores:

1. A series of analytic scores that focus on specific aspects of writing; these scores are intended to reflect the student's strengths and weaknesses across specific writing skills; and
2. A composite score that reflects how well the student can integrate writing techniques to produce a good overall piece of writing.

Responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:

- No response or refusal to answer (shows as condition code "N" on the reports)
- Response in a language other than English (shows as condition code "L" on the reports)
- Response that is illegible or incomprehensible (shows as condition code "I" on the reports)
- Response that is off the topic of the writing task (shows as condition code "O" on the reports)

Each analytic trait is assigned a weight based on the importance of the trait as determined by the content experts/policymakers from SDE. The weights are rounded to whole percentages that are easy to manipulate when calculating composite scores.

Final Scoring Weights for Analytic Traits

Analytic Traits	Weights
Ideas and Development	30%
Organization, Unity, and Coherence	25%
Word Choice	15%
Sentences and Paragraphs	15%
Grammar, Usage, and Mechanics	15%

Composite Score

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 6-point scale.

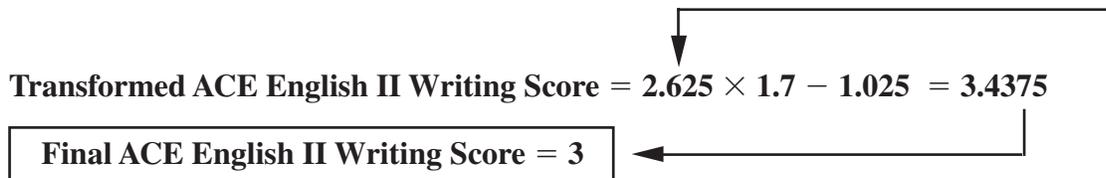
Steps to Calculate ACE English II Writing Scores

The steps outlined below show how ACE English II Writing scores are calculated based on the trait scores in one writing prompt. The table gives an example of how ACE English II Writing scores will be calculated.

- STEP 1: Average the trait scores from the two raters to obtain each of the five analytic trait scores. Average the scores in Column C and Column D, and write the results in Column E.
- STEP 2: Apply the weights to the trait scores. Multiply the numbers in Column B and Column E, and write the results in Column F.
- STEP 3: Sum all the weighted trait scores in Column F (lower right corner).
- STEP 4: Transform the sum of the weighted trait scores. Multiply the weighted sum of trait scores by 1.7 and subtract 1.025.
- STEP 5: Round this transformed Writing score to the nearest whole number to obtain the final English II Writing score. After calculation, the final ACE English II Writing score value will range from 1 to 6.

Calculating Composite Scores for 2010–2011 ACE English II Test

A	B	C	D	E	F
Analytic Traits	Weights	Trait Scores from Rater 1	Trait Scores from Rater 2	Average Trait Score (C+D)/2	Weighted Trait Scores (B × E)
Ideas and Development	.30	3	2	$(3+2)/2=2.5$	$.30 \times 2.5 = 0.75$
Organization, Unity, and Coherence	.25	3	3	$(3+3)/2=3.0$	$.25 \times 3.0 = 0.75$
Word Choice	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
Sentences and Paragraphs	.15	2	3	$(2+3)/2=2.5$	$.15 \times 2.5 = 0.375$
Grammar, Usage, and Mechanics	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
					Sum Above
					= 2.625



Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of a student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	<ul style="list-style-type: none"> The content is well suited for the audience, purpose, and mode The main idea or thesis is clear Ideas are fully developed and elaborated using details, examples, reasons, or evidence The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none"> The content is adequate for the audience, purpose, and mode The main idea is evident but may lack clarity Ideas are developed using some details, examples, reasons, and/or evidence The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> The content is inconsistent with the audience, purpose, and mode The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea Ideas are minimally developed with few details May simply be a list of ideas The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> The content is irrelevant to the audience, purpose, and mode The composition lacks a central idea Ideas lack development or may be repetitive The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	<ul style="list-style-type: none"> Introduction engages the reader Sustained or consistent focus on the topic Logical and appropriate sequencing and balanced with smooth, effective transitions Order and structure are strong and move the reader through the text Conclusion is satisfying
3	<ul style="list-style-type: none"> Evident introduction to the topic Adequate focus Adequate sequencing Stays on topic with little digression Uses limited but effective transitions Order and structure are present Conclusion is appropriate
2	<ul style="list-style-type: none"> May lack a clear organizational structure Weak evidence of unity Little or limited sequencing and/or transitions Details may be randomly placed
1	<ul style="list-style-type: none"> Lacks logical direction No evidence of organizational structure

Analytic Scores (continued)

Score	Word Choice
4	<ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to <ul style="list-style-type: none"> – Lively verbs – Vivid nouns – Imaginative adjectives – Figurative language – Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> – Attempts at figurative language and dialogue – Some use of lively verbs, vivid nouns, and imaginative adjectives – Few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are minor and do not affect readability
3	<ul style="list-style-type: none"> • The writer demonstrates adequate use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be more noticeable but do not significantly affect readability
2	<ul style="list-style-type: none"> • The writer demonstrates minimal use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none"> • The writer demonstrates very limited use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are numerous and severely impede readability

End-of-Instruction ACE English III

The End-of-Instruction OCCT in ACE English III asks students to respond to items representing the *PASS* standards of Vocabulary, Comprehension, Literature, and Research and Information under the **Reading/Literature Strand**. This test also asks students to respond to a writing prompt representing the *PASS* standard of Writing and to items representing the *PASS* standards of Grammar/Usage and Mechanics under the **Writing/Grammar/Usage and Mechanics Strand**. Student performance is reported at the standard and objective levels.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

ACE English III Test Blueprint: 2010–2011

PASS Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
Reading/Literature						
Vocabulary (1.0)		6–8	8%–11%	6	6	6
Comprehension (2.0)		16–20	22%–28%	18	17	18
2.1	Literal Understanding	4–5		4	4	4
2.2	Inferences and Interpretation	4–5		4	5	5
2.3	Summary and Generalization	4–5		4	4	5
2.4	Analysis and Evaluation	4–5		5	4	4
Literature (3.0)		17–20	24%–28%	18	19	18
3.1	Literary Genres	4–5		4	4	4
3.2	Literary Elements	5–6		6	6	5
3.3	Figurative Language	4–5		4	4	5
3.4	Literary Works	4–5		4	4	5
Research and Information (4.0)		6–7	8%–10%	6	6	6
Writing/Grammar/Usage and Mechanics						
Writing (1.0/2.0)		1	14%	1	1	1
	Writing Prompt	1 (10 pts)		1 (10 pts)	1 (10 pts)	1 (10 pts)
Grammar/Usage and Mechanics (3.0)		14	19%	14	14	14
3.1	Standard Usage	4–5		4	4	4
3.2	Mechanics and Spelling	0–2		2	2	2
3.3	Sentence Structure	4–5		4	4	4
3.4	Manuscript Conventions	4–5		4	4	4
Total Test		63 (72 pts)	100%	63 (72 pts)	63 (72 pts)	63 (72 pts)

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

Performance Levels: End-of-Instruction ACE English III

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
802–999	Advanced
700–801	Proficient
670–699	Limited Knowledge
440–669	Unsatisfactory

End-of-Instruction ACE English III—Performance Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English III *PASS* framework. In addition to having this advanced level of English III skills and the ability to independently apply these skills, students at the Advanced level are consistently effective in conducting analysis of organizational patterns and authors’ positions in complex literature. Students at this level demonstrate the ability to utilize the Modern Language Association (MLA) style guide or similar parenthetical style for organization of research and demonstrate the ability to synthesize information from a variety of sources. Students write responses that demonstrate thorough support, successfully address the prompt in the mode requested, use appropriate word choice, use variety in sentence structure, and have few errors in grammar and mechanics. Students at this level are clearly prepared to excel in higher level English classes and in job functions that require application of English III knowledge and skills.

Proficient: Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English III *PASS* framework. Proficient students are ready for the next course or level of education, as applicable. The knowledge, skills, and processes expected of all students at the End-of-Instruction in English III are as follows: students typically demonstrate adequate ability in applying knowledge of word origins for determining meanings of new words encountered and correct usage of those words; use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) including analysis of organizational patterns and authors’ positions; demonstrate a general understanding of a wide variety of literary forms and elements; demonstrate a general understanding of how literary elements and techniques affect the development of, and the connections between, a variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English. Students write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics. Students at this level regularly and independently apply a wide variety of research strategies for organizing and interpreting factual information and research. Students demonstrate a thorough understanding of correct Standard English usage and apply correct Standard English to writing. Students at this level are prepared to succeed in higher level English classes and in job functions that require application of English III knowledge and skills.

Limited Knowledge: Students demonstrate a partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English III *PASS* framework. Students are inconsistent in demonstrating the Proficient level competencies. They typically use a limited number of strategies to

END-OF-INSTRUCTION

comprehend, interpret, and evaluate secondary-level reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level of the skills expected of all students at the end of English III. Students scoring at the Unsatisfactory level need comprehensive remedial instruction in English III.

End-of-Instruction ACE English III Writing

Student performance on the Writing portion of the ACE English III test receives two types of scores:

1. A series of analytic scores that focus on specific aspects of writing: these scores are intended to reflect the student's strengths and weaknesses across specific writing skills; and
2. A composite score that reflects how well the student can integrate writing techniques to produce a good overall piece of writing.

Responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:

- No response or refusal to answer (shows as condition code "N" on the reports)
- Response in a language other than English (shows as condition code "L" on the reports)
- Response that is illegible or incomprehensible (shows as condition code "I" on the reports)
- Response that is off the topic of the writing task (shows as condition code "O" on the reports)

Each analytic trait is assigned a weight based on the importance of the trait as determined by the content experts/policymakers from SDE. The weights are rounded to whole percentages that are easy to manipulate when calculating composite scores.

Final Scoring Weights for Analytic Traits

Analytic Traits	Weights
Ideas and Development	30%
Organization, Unity, and Coherence	25%
Word Choice	15%
Sentences and Paragraphs	15%
Grammar, Usage, and Mechanics	15%

Composite Score

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 10-point scale.

Steps to Calculate ACE English III Writing Scores

The steps outlined below show how ACE English III Writing scores are calculated based on the trait scores in one writing prompt. The table gives an example of how ACE English III Writing scores will be calculated.

- STEP 1: Average the trait scores from the two raters to obtain each of the five analytic trait scores. Average the scores in Column C and Column D, and write the results in Column E.
- STEP 2: Multiply weights by 5 to give new weight. Multiply the numbers in Column B by 5, and write the results in Column F.
- STEP 3: Multiply each trait score by new weight to give the weighted score. Multiply Column E by Column F, and write the results in Column G.
- STEP 4: Sum all the weighted scores in Column G (lower right corner).
- STEP 5: Transform the sum of the weighted trait scores. Multiply the weighted sum of the trait scores by .58 and subtract 1.67843.
- STEP 6: Round this transformed score to the nearest whole number to obtain the final English III Writing score. After calculation, the final ACE English III Writing score value will range from 1 to 10.

Calculating Composite Scores for 2010–2011 ACE English III Test

A	B	C	D	E	F	G
Analytic Traits	Weights	Trait Scores from Rater 1	Trait Scores from Rater 2	Average Trait Score (C+D)/2	New Weight (B × 5)	Weighted Trait Scores (E × F)
Ideas and Development	.30	2	2	2	(.30 × 5) = 1.5	(2 × 1.5) = 3
Organization, Unity, and Coherence	.25	1	2	1.5	(.25 × 5) = 1.25	(1.5 × 1.25) = 1.875
Word Choice	.15	2	3	2.5	(.15 × 5) = 0.75	(2.5 × .75) = 1.875
Sentences and Paragraphs	.15	3	3	3	(.15 × 5) = 0.75	(3 × .75) = 2.25
Grammar, Usage, and Mechanics	.15	4	3	3.5	(.15 × 5) = 0.75	(3.5 × .75) = 2.625
						Sum Above = 11.625

Transformed ACE English III Writing Score = $11.625 \times .58 - 1.67843 = 5.06407$

Final ACE English III Writing Score = 5

Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of a student’s writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	<ul style="list-style-type: none"> • The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none"> • The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> • The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> • The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	<ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	<ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Analytic Scores (continued)

Score	Word Choice
4	<ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to <ul style="list-style-type: none"> – Lively verbs – Vivid nouns – Imaginative adjectives – Figurative language – Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> – Attempts at figurative language and dialogue – Some use of lively verbs, vivid nouns, and imaginative adjectives – Few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are minor and do not affect readability
3	<ul style="list-style-type: none"> • The writer demonstrates adequate use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be more noticeable but do not significantly affect readability
2	<ul style="list-style-type: none"> • The writer demonstrates minimal use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none"> • The writer demonstrates very limited use of correct <ul style="list-style-type: none"> – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are numerous and severely impede readability

End-of-Instruction ACE Geometry

The End-of-Instruction OCCT in ACE Geometry asks students to respond to items representing the *PASS* Content standards of Logical Reasoning, Properties of 2-Dimensional Figures, Triangles and Trigonometric Ratios, Properties of 3-Dimensional Figures, and Coordinate Geometry. The Logical Reasoning standard requires students to use deductive and inductive reasoning to solve problems. The Properties of 2-Dimensional Figures standard requires students to use the properties and formulas of geometric figures to solve problems. The Triangles and Trigonometric Ratios standard requires students to use the properties of right triangles and trigonometric ratios to solve problems. The Properties of 3-Dimensional Figures standard requires students to use the properties and formulas of geometric figures to solve problems. The Coordinate Geometry standard requires students to solve problems with geometric figures in the coordinate plane.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

ACE Geometry Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
Logical Reasoning (1.0)		6	11%	6	6	6
1.1	Inductive and Deductive Reasoning	4		4	4	4
1.2	Conditional Statements	2		2	2	2
Properties of 2-Dimensional Figures (2.0)		20	36%	20	20	20
2.2	Line and Angle Relationships	4		4	4	4
2.3	Polygons and Other Plane Figures	4		4	4	4
2.4	Similarity	4		4	4	4
2.5	Congruence	4		4	4	4
2.6	Circles	4		4	4	4
Triangles and Trigonometric Ratios (3.0)		12	22%	12	12	12
3.1	Pythagorean Theorem	4		4	4	4
3.2	Right Triangle Relationships	4		4	4	4
3.3	Trigonometric Functions	4		4	4	4
Properties of 3-Dimensional Figures (4.0)		10	18%	10	10	10
4.1	Polyhedra and Other Solids	6		6	6	6
4.2	Similarity	4		2	2	2
4.3	Models and Perspective	2		2	2	2
Coordinate Geometry (5.0)		7	13%	7	7	7
5.1	Properties of Points, Segments, and Lines	4		4	4	4
5.2	Properties of Figures	3		3	3	3
Total Test		55	100%	55	55	55

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

Performance Levels: End-of-Instruction ACE Geometry

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
777–999	Advanced
700–776	Proficient
635–699	Limited Knowledge
440–634	Unsatisfactory

End-of-Instruction ACE Geometry—Performance Level Short Descriptors

Advanced: Students demonstrate a superior performance on challenging subject matter of all measured standards and objectives included in the Geometry *PASS* framework. In addition to having this advanced level of Geometry skills and the ability to independently apply these skills, students at the Advanced level consistently use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations. Students at this level are clearly prepared to excel in higher level mathematics classes and in job functions that require application of Geometry knowledge and skills.

Proficient: Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the Geometry *PASS* framework. Proficient students are ready for the next course or level of education, as applicable. The knowledge and skills expected of all students at the End-of-Instruction in Geometry are as follows: use deductive and inductive reasoning skills to solve problems; use angle and line relationships to solve problems involving parallel lines; apply properties of two-dimensional figures to determine unknown values and solve problems; verify and use relationships of similar triangles and other two-dimensional figures; verify and use relationships of congruent triangles and other two-dimensional figures; use relationships related to circles to find angle measures, arc measures, and segment lengths; use properties of right triangles and trigonometric ratios to solve problems; use properties of three-dimensional figures, including similarity and congruency to identify figures and unknown values; create two-dimensional representations of three-dimensional objects and vice versa; use coordinate geometry to find distance, midpoint, and slopes of lines; use a set of points and properties to identify types of figures; use transformations on geometric figures to solve problems. Students at the Proficient level consistently and independently apply these skills to routine problems. Students at this level are prepared to succeed in higher level mathematics classes and in job functions that require application of Geometry knowledge and skills.

Limited Knowledge: Students demonstrate a partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the Geometry *PASS* framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and to reason mathematically. These students may need interventions as a part of a comprehensive mathematics instructional program.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level of the skills expected of all students at the End-of-Instruction in Geometry. These students should be given intensive interventions as a part of a comprehensive mathematics instructional program.

End-of-Instruction ACE U.S. History

The End-of-Instruction OCCT in ACE U.S. History asks students to respond to items representing the *PASS* standards of Civil War/Reconstruction Era, Impact of Immigration and Industrialization, Imperialism, World War I, and Isolationism, United States During the 1920s and 1930s, World War II, and United States Since World War II. Student performance is reported at the standard and objective level.

The test blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

ACE U.S. History Test Blueprint: 2010–2011

<i>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2010	Spring 2011 A	Spring 2011 B
Civil War/Reconstruction Era (1.0)		6	10%	6	6	6
Impact of Immigration and Industrialization (2.0)		8-9	13%–15%	9	9	9
2.1	Immigration and Impact on Native Americans	4-5		5	4	4
2.2	Industrialization	4-5		4	5	5
Imperialism, World War I, and Isolationism (3.0)		8-9	13%–15%	9	9	9
3.1	American Imperialism	4-5		5	5	4
3.2	World War I and Isolationism	4-5		4	4	5
United States During the 1920s and 1930s (4.0)		12	20%	12	12	12
4.1	Cultural Life Between the Wars	4		4	4	4
4.2	Economic Destabilization	4		4	4	4
4.3	The Great Depression, the Dust Bowl, and the New Deal	4		4	4	4
World War II (5.0)		8-9	13%–15%	9	9	9
5.1	Preparing for War	4-5		4	4	5
5.2	World War II	4-5		5	5	4
United States Since World War II (6.0)		15	25%	15	15	15
6.1	Post War Foreign Policies and Events	4-6		5	5	5
6.2	Events Changing Domestic and Foreign Policies and Events	4-6		5	5	5
6.3	Post War Domestic Policies and Events	4-6		5	5	5
Total Test		60	100%	60	60	60

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.
- Process skills will be content-based and reported under each of the Content Standards.

Performance Levels: End-of-Instruction ACE U.S. History

Students received an OPI score based on their performance on the test. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
747–999	Advanced
689–746	Proficient
603–688	Limited Knowledge
440–602	Unsatisfactory

End-of-Instruction ACE U.S. History—Performance Level Short Descriptors

Advanced: Students consistently demonstrate superior performance of challenging subject matter of all the measured standards and objectives in the U.S. History *PASS* framework, including the most challenging kinds of analysis, synthesis, evaluation, and prediction. Students scoring at the Advanced performance level consistently use social studies terminology correctly and are able to apply key concepts and process skills¹. They make logical and sophisticated interpretations of evidence, clearly explain cause and effect, and demonstrate a thorough understanding of the chronology of historical events and the complex interrelationships among them. They can recognize even the most subtle bias. They are able to compare and contrast and can distinguish between fact and opinion.

Proficient: Students demonstrate mastery over appropriate subject matter of all measured standards and objectives in the U.S. History *PASS* framework, including analysis, synthesis, evaluation, and prediction. Proficient students are ready for the next course or level of education, as applicable. Students scoring at the Proficient performance level demonstrate a general ability to apply the key concepts and process skills*. They typically make clear and logical interpretations of evidence, explain cause and effect, and show general knowledge of the chronology of historical events and the interrelationships among them. They can recognize bias, compare and contrast, and distinguish between fact and opinion.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the U.S. History *PASS* framework, including analysis, synthesis, evaluation, or prediction. Students scoring at the Limited Knowledge performance level demonstrate an inconsistent ability to apply the key concepts and process skills*. They often make unclear, illogical, or simple interpretations of evidence, seldom recognize cause and effect, and show limited knowledge of the chronology of historical events and the interrelationships among them. They seldom recognize bias, have difficulty comparing and contrasting, or have difficulty distinguishing between fact and opinion. Students scoring at this level would benefit from remediation in U.S. History.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level and will likely require remediation.

¹ (e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion)

Appendix A—Sample Questions and Answers

Here are some sample questions and answers that may assist you in responding to questions that might come up during your meetings with parents/guardians. Some technical questions and answers are also provided.

Q How are the End-of-Instruction Core Curriculum Tests different from classroom (teacher-developed) tests?

A The End-of-Instruction tests are different from teacher-developed tests because they compare student performance with performance standards established by the State Board of Education and undergo an extensive test development and validation process. Knowing how the End-of-Instruction tests are developed can clarify their characteristics, values, and limits. There are four main stages: planning the test, writing the test items, field testing the items, and selecting the ones to include in the final test.

The first two stages—planning the test and writing the test items—include the combined efforts of test experts, teachers, and state curriculum and assessment specialists. The test content is defined so that it reflects the skills and concepts outlined in *Priority Academic Student Skills (PASS)*, Oklahoma’s core curriculum. Then the items are developed to measure the specified content. In the third stage, items are field tested to see how they work in the classroom. The statistical characteristics of the test items from this field test are analyzed to ensure that items are appropriate for end-of-instruction students. The best items are then selected to be included in the final tests.

Q My student took the test with an accommodation. How should the results be interpreted?

A Testing accommodations are allowed only if the accommodation is part of a student’s Individualized Education Program (IEP). As long as the student is using the same accommodations in the classroom, the test results can be interpreted the same as for non-accommodated students. For example, if a student achieves a performance level of Proficient on the End-of-Instruction ACE Algebra I test with the accommodation “Read or sign test items if test is not a reading test,” the student has met or exceeded the requirements for mastering those skills.

Q What can be learned from the results of the End-of-Instruction Core Curriculum Tests?

A The End-of-Instruction tests measure students’ progress in mastering the *PASS* objectives. The tests give information that can be used to identify a student’s strengths and instructional needs. This information can also be used for instructional planning and program evaluation.

The End-of-Instruction test results may help students make decisions about what courses to take, what curriculum to pursue, and what type of schooling or occupation to enter when they leave school.

Q How will the test results be used?

A The test results are used primarily to help students, teachers, and parents/guardians understand educational needs, to help improve student learning, and to help plan for the future. It is important that parents/guardians view testing in a positive light. A positive and supportive atmosphere will help reduce anxiety concerning the test and will increase each student’s desire to work toward educational goals. After the test, it is important that parents/guardians continue to offer encouragement, telling their children about particular strengths and accomplishments, as well as areas needing improvement.

Q Will the results of these tests determine whether my child will pass or fail this year in school?

A The End-of-Instruction tests are not designed to determine whether a student will pass or fail a year in school. Teachers look at the results to plan instruction, noting areas of strength and areas of need. End-of-Instruction test results are supplemented with a teacher's own tests, evaluation of classwork and homework assignments, and similar methods of appraisal to adequately assess what students have learned.

Beginning with the freshman class of 2008–2009, Oklahoma students are required to pass English II, Algebra I, and two of the other five End-of-Instruction tests in order to graduate from high school.

Q Did the test include material that my child has not been taught?

A The End-of-Instruction Tests are developed to measure the Oklahoma *PASS* objectives, the basis for Oklahoma's core curriculum. The tests are administered at end-of-instruction so that students have the opportunity to learn the material covered on the tests.

Q Was my child at a disadvantage when taking this test because we are members of an ethnic minority?

A During the development of the End-of-Instruction tests, educators representing different ethnic groups were asked to review the content of the test to identify any items that might contain possible bias in language, subject matter, or representation of people. Comments and suggestions from these reviewers, along with PEM's own strict editorial policies, helped to identify and eliminate any material that might be a source of ethnic bias.

Q As a concerned parent/guardian, what else should I know about test scores?

A Results of End-of-Instruction testing provide teachers and school administrators with valuable information for assessing the student's progress. A teacher's judgment of the student's strengths and needs, however, is based on many kinds of information, not just test scores. For instance, the teacher also considers classroom tests and quizzes, evaluation of homework and classroom exercises, records of assignments completed, and observation of the student's work and study habits.

Test scores describe performance on one particular test at one particular time. From these descriptions, inferences are made about a student's abilities. Even though strict testing conditions are maintained, there may be reasons that test performance is not typical of the student's usual performance. Beginning in 2008-2009, students were able to retake the tests multiple times in order to demonstrate mastery required for graduation.

Appendix B—Glossary

This glossary of commonly used assessment terms can be used to help interpret and communicate the Oklahoma End-of-Instruction test results. Note that because assessment terms evolve in terms of meaning and application, the definitions for some words may evolve beyond the sense indicated here.

accommodation A general term referring to changes in the setting in which a test is administered, the timing of a test, the scheduling of a test, the ways in which the test is presented, and the ways in which the student responds to the test. The term is used to refer to changes that do not alter in any significant way what the test measures or the comparability of scores.

achievement test An assessment that measures a student’s acquired knowledge and skills in a content area (for example, ACE English II, ACE U.S. History, ACE Biology I, or ACE Algebra I) in which the student has received instruction.

alternate assessment A substitute way of gathering information on the performance and progress of students who cannot participate, even with accommodations, in the regular state or district assessment programs. Alternate assessments provide a mechanism for all students to be included in the accountability system.

analytic scoring A scoring procedure in which a student’s work is evaluated for selected traits or dimensions, with each dimension receiving a separate score. The resulting values are combined for an overall score.

bias A systematic error in a test score. Bias may refer to construct underrepresentation or construct irrelevance that affects the test performance of different groups of students.

classical test theory A psychometric theory based on the perspective that an individual’s observed score on a test is composed of the true score of the examinee and an independent component of measurement error.

construct The concept or the characteristic that a test is designed to measure.

construct irrelevance The extent to which test scores are affected by factors that are not relevant to the construct that the test is designed to measure.

construct validity (content validity) Construct validity indicates the extent to which the content of the test samples the subject matter or situation about which conclusions are to be drawn; also described as “evidence based on test content.” Methods used in determining construct validity are textbook analysis, description of the universe of items, adequacy of the sample, representativeness of the test content, and opinions of a jury of experts.

constructed-response item An assessment unit with directions, a question, or an idea that elicits a written response from a student. In the case of the End-of-Instruction ACE English II test, the constructed response item is the writing prompt.

content standard A statement describing the knowledge and skills in a content area (e.g., ACE English II, ACE U.S. History, ACE Biology I, or ACE Algebra I) that should be met at a specified point in time (e.g., end-of-course).

conversion tables Tables used to convert a student’s test scores from raw-score total to scaled score.

criterion A standard or judgment used as a basis for quantitative and qualitative comparison; also a variable to which a test is compared as a measure of the test's validity.

criterion-referenced test An assessment that allows its users to make score interpretations of a student's performance in relation to a specified performance standard or criteria, rather than in comparison to the performances of other test-takers. See also performance standard/level.

differential item functioning (DIF) A situation that occurs in testing when different groups of examinees (e.g., ethnic or gender groups) with the same total test score have different average item scores. Test developers reduce DIF by analyzing item data separately for each group. Items identified with DIF are carefully reviewed by content experts and culture and sensitivity committees. Items that appear to be unfair to one or more groups are discarded.

discrimination parameter Item response theory (IRT) indicates how accurately an item distinguishes between examinees of differing abilities on the trait being measured. An item that can be answered equally well by examinees of low and high ability does not discriminate well and does not give any information about relative levels of performance.

distractor An incorrect answer choice in a selected-response or matching test item.

frequency distribution An ordered tabulation of individual scores (or groups of scores) showing the number of students obtaining each score or the number of students that were within each score grouping.

holistic scoring A scoring procedure yielding a single score based on overall student performance rather than on an accumulation of points. Holistic scoring uses rubrics to evaluate student performance. Note: This procedure was used to score the Writing portion of the ACE English II test in 2002–2003. Starting in 2003–2004, weights designed to mimic the holistic scores were assigned to each analytic trait and a composite score was calculated.

item A statement, exercise, task, question, or problem on a test.

item response theory (IRT) A set of mathematical models that describes the relationship between performance on test items and the student's level of performance on the same scale as the ability or trait being measured. In Oklahoma End-of-Instruction, the three-parameter model is used for the calibration and scaling of selected-response items; the two-parameter partial credit model (guessing parameter not included) is used for the calibration and scaling of the English II writing prompt. The various item parameters associated with each model (discrimination, difficulty, and guessing) are used to describe the statistical characteristics of each item.

location (difficulty) parameter In item response theory, this parameter is the point on the ability scale at which an item discriminates, or measures, best.

mean The quotient obtained by dividing the sum of a set of scores by the number of scores; also called the "average." Mathematicians call it "arithmetic mean."

median The middle score in a set of ranked scores. Equal numbers of ranked scores lie above and below the median. It corresponds to the 50th percentile and the 5th decile.

mode The score or value that occurs most frequently in a distribution.

normal distribution curve A bell-shaped curve representing a theoretical distribution of measurements that is often approximated by a wide variety of actual data. It is often used as a basis for scaling and statistical hypothesis testing and estimation in psychology and education because it approximates the frequency distributions of sets of measurements of human characteristics.

norm-referenced test A standardized assessment in which all students perform under the same conditions (e.g., carefully defined directions, time limits, materials, and scoring procedures). This type of test allows for the interpretation of the test score in relation to a specified reference group, usually others of the same grade and level.

Oklahoma Core Curriculum Tests (OCCT) The OCCT is the general testing program administered in Oklahoma Public Schools to students in Grades 3–8 and EOI. This program includes the Writing assessment administered at Grades 5 and 8 in February of each year and the multiple-choice assessments administered in April of each year.

Oklahoma Modified Alternate Assessment Program (OMAAP) The OMAAP is the testing program administered in Oklahoma public schools to “gap” students for whom the Oklahoma Alternate Assessment Program (OAAP) and the regular Oklahoma Core Curriculum Tests (OCCT) are inappropriate. The current OMAAP assessments are Reading and Mathematics for Grades 3–8, Science for Grades 5 and 8, and High School End-of-Instruction (EOI) for Algebra I, English II, Biology I, and U.S. History.

Oklahoma Performance Index (OPI) The Oklahoma Performance Index (OPI) is a scaled score resulting from the mathematical transformation of a raw score. The OPI score is used to place students in one of four performance levels.

Oklahoma School Testing Program (OSTP) The OSTP is a testing program that includes the OCCT general assessment in Grades 3–8 and End-of-Instruction, the OMAAP modified assessments in Grades 3–8 and End-of-Instruction, and the OAAP portfolio assessment.

open-ended item See constructed-response item.

performance level A level of performance on a test, established by education experts, as a goal of student attainment. It may also refer to a description of the knowledge, skills, and abilities typically held by students within a performance level.

performance level score range The performance level score range is the range of scale scores that corresponds to one of the four performance levels: advanced, satisfactory, limited knowledge, and unsatisfactory.

Portfolio assessments The Portfolio assessments are a yearlong collection of information and pieces of evidence, which over time is reduced to a selection of the best representations of the student’s work, which then becomes a reflection of the student.

Priority Academic Student Skills (PASS) The PASS is Oklahoma’s Core Curriculum. Each subject/ grade has a different set of standards and objectives on which students are tested.

raw score The number of correct answers on a test.

reliability The degree to which test scores obtained by a group of individuals are consistent over repeated applications. The reliability coefficient indicates the degree to which scores are free of measurement error. The conditions that the coefficient estimates may involve variations in test forms (alternate form reliability),

repeated administration of the same form to the same groups after a time interval (test-retest reliability), or the statistical interrelationship of responses on separate parts of the test (internal consistency).

rubric A scoring tool, or set of criteria, used to evaluate a student’s test performance. In Oklahoma End-of-Instruction, a scoring rubric is used to evaluate a student’s response to the ACE English II and ACE English III writing prompt.

scale scores Scores on a single scale with intervals of equal size. The scale can be applied to all groups taking a given test, regardless of group characteristics or time of year, making it possible to compare scores from different groups of students. Scale scores are appropriate for various statistical purposes. For example, they can be added, subtracted, and averaged across test levels. Such computations permit educators to make direct comparisons among examinees or compare individual scores to groups in a way that is statistically valid. This cannot be done with percentiles or grade equivalents.

selected-response item (multiple-choice item) A question, problem, or statement called a “stem” that appears on a test followed by two or more answer choices, called alternatives or response choices. The incorrect choices, called distractors, usually reflect common errors. The student’s task is to choose the best answer to the question posed in the stem.

standard A target toward which instruction is specifically directed. In Oklahoma End-of-Instruction, standards are used to cluster key skills and/or concepts in an instructional domain. For example, skills such as Literal Understanding and Inferences and Interpretation form part of the Comprehension standard in the ACE English II test.

standard deviation A statistic used to express the extent of the divergence of a set of scores from the average of all the scores in the group. In a normal distribution, approximately two thirds (68.3 percent) of the scores lie within the limits of one standard deviation above and one standard deviation below the mean. The remaining scores are equally distributed more than one standard deviation above and below the mean.

standard error of measurement (SEM) Measurement error is associated with all test scores. The standard error of measurement (SEM) is an estimate of the amount of error to be expected in a score from a particular test. This statistic provides a range within which a student’s true score is likely to fall. The smaller the standard error of measurement, the smaller the range in which the student’s true score would likely fall and the more accurate the test score.

stem The part of an item that asks a question, provides directions, or presents a statement to be completed.

stimulus A passage or graphic display about which questions are asked.

test A device or procedure designed to elicit responses that permit an inference about what a student knows or can do.

test item *See* item.

true score In classical test theory, the hypothetical average score that would result if the test could be administered repeatedly without practice or fatigue effects. In item response theory, the “true score” is the error-free value of the test taker’s performance.

unscorable Writing responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:

- N – No Response/Restatement of Task
- I – Illegible/Incomprehensible
- L – Language other than English
- O – Off Topic

validity The degree to which accumulated evidence and theory support specific interpretations of test scores proposed by users of a test.

writing prompt An assessment topic, situation, or statement to which students are expected to respond in the form of an essay.

