Oklahoma Modified Alternate Assessment Program

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* provides information about interpreting results from the Oklahoma Modified Alternate Assessment Program (OMAAP) for the following grades and subjects:

- ❑ Grades 3–8: Mathematics and Reading
- ❑ Grades 5 and 8: Science
- ❑ High School End-of-Instruction (EOI): Algebra I, English II, Biology I, and U.S. History

The purpose of this manual is to assist Oklahoma teachers and administrators to better understand and use the information provided on the score reports associated with the OMAAP for the 2010–2011 school year. This manual provides the following:

- ❑ Overview of the Grades 3–8 and End-of-Instruction OMAAP
- ❑ 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 OMAAP and the associated performance levels
- ❑ Descriptions of the Oklahoma Performance Index (OPI)
- ❑ Suggestions for using the OMAAP results at the student, class, school, district, and state levels

History of the Oklahoma School Testing Program (OSTP)

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 English II, 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.

The Oklahoma Modified Alternate Assessment Program (OMAAP) was developed for students for whom the Oklahoma Alternate Assessment Program (OAAP), which are portfolio assessments, and the regular Oklahoma Core Curriculum Tests (OCCT) assessments are inappropriate. The first operational administration of the OMAAP occurred in the spring of 2007.

Oklahoma Modified Alternate Assessment Program (OMAAP)

The Oklahoma Modified Alternate Assessment Program (OMAAP) is comprised of assessments developed and administered to meet the federal regulations outlined in Title I of the Elementary and Secondary Education Act. Specifically, Title I mandates that "State assessments shall be aligned with the State's challenging content and student performance standards and provide coherent information about student attainment of such standards." The modified assessments are intended for "gap" students for whom the OCCT assessments are inappropriate. For Grades 3-8, the modified assessments will provide information on grade level student academic performance in specified areas of knowledge and skills in Reading, Mathematics, and Science content in relation to *PASS* based on modified achievement standards. Likewise, high school End-of-Instruction modified assessments will provide student performance on the subjects of Algebra I, English II, Biology I, and U.S. History. The NCLB requirements include an immediate need to address assessments for the following subjects:

- ❑ Grades 3–8: Mathematics and Reading
- ❑ Grades 5 and 8: Science
- ❑ High School End-of-Instruction (EOI): Algebra I, English II, Biology I, and U.S. History

Each year's OMAAP tests are built from previously administered items contained in the Oklahoma Core Curriculum Tests (OCCT) operational test forms for Grades 3–8 and End-of-Instruction (EOI).

The primary purpose of the modified assessments is to produce information for educators to use for making instructional decisions. District reports were developed in a manner that yields diagnostic information for the purpose of guiding instruction based on student performance levels in relation to the *PASS*.

Items from the Oklahoma Core Curriculum Tests are modified and reviewed by committees of educators to be used on the modified assessments. The following table illustrates the modification rules that were used for each subject area.

Subject Area	Modification Rules
Universal	• Minimize the number of questions on the page (limit to 2 or 3). • Provide only three answer options instead of four. • Highlight the main points in the question or passage by underlining and using bold font. • Avoid questions that require students to select the better/best answer. • Be consistent in wording of directions across grades and subjects. • Minimize the use of pronouns and prepositional phrases. • Avoid the use of multiple-meaning words and words that can function as more than one part of speech. • Enlarge art when possible. • Simplify art when possible, (i.e. removing unnecessary labels, use less gray scale, use thicker lines when outlining, etc.). • Box informational text in an item. • Bullet information when possible (e.g. bullet detailed information or processes). • Reduce reading load of stem, stimuli, and answer options when possible. • Revise answer options to address parallelism and minimize outliers.

Subject Area	Modification Rules
Mathematics (Grades 3–8)	• Allow for read-aloud. • For lower grades, display numbers on all sides of figures for questions about perimeter. • Unless required by standard, avoid items with negative and positive answer choices that use the same number. • For lower grades, use grids for questions. • Be consistent with qualifiers in the stem and answer choices. • List coordinate grids in answer options vertically with plenty of space between the answer options to make the grid more accessible to the visually impaired (however, avoid spanning item over two pages). • Simplify reading load, including vocabulary, when possible. • Delete one part of a compound answer choice when possible. • Delete griddable items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Add precise language to provide additional context for clarification. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Limit the number of steps and/or operations in multi-step problems. • Provide explicit directions to explain a process such as measuring (as long as it does not impact reading load).
Reading (Grades 3–8)	• Break passages into smaller portions. • Place the questions that pertain to the smaller portion underneath or on a page facing that section. • Add a word bank as needed for Grades 3–5. • Use footnotes for Grades 6–8. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics (e.g. remove "most likely"). • Delete one part of a compound answer choice when possible. • Change passive voice to active voice when appropriate. • Direct student attention to graphics. • Simplify visual complexity of graphics.

Subject Area	Modification Rules
Science (Grades 5–8)	• Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Box formulas to make them stand out. • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete cluster items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating science vocabulary. • Change passive voice to active voice when appropriate. • Change item from an open-ended statement to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic; science content must remain accurate. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in item when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item.

Subject Area	Modification Rules
English II (EOI)	• Break passages into smaller portions. • Place the questions that pertain to the smaller portion underneath or on a page facing that section. • Use footnotes. • Put items in order of appearance in the passage. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics (e.g. remove "most likely"). • Delete one part of a compound answer choice when possible. • Change passive voice to active voice when appropriate. • Eliminate answer choice that give students the option of making no changes to the item. • Direct student attention to graphics. • Simplify visual complexity of graphics.
Writing Prompt/ English II (EOI)	• Simplify the prompt. • Simplify the Writer's Checklist. • Use a 3-point holistic writing rubric.

Subject Area	Modification Rules
Algebra I (EOI)	• Unless required by standard, avoid items with negative and positive answer choices that use the same number. • Place any items with coordinate grids on one page. • Be consistent with qualifiers in the stem and answer choices. • Avoid questions that use best or closest. • Avoid complicated art. • List coordinate grids in answer options vertically with plenty of space between the answer options to make the grid more accessible to the visually impaired (however, avoid spanning item over two pages). • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete one part of a compound answer choice when possible. • Delete griddable items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating math vocabulary. • Change passive voice to active voice when appropriate. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in item when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item. • Provide explicit directions to explain a process such as measuring (as long as it does not impact reading load).

Subject Area	Modification Rules
Biology I (EOI)	• Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Box formulas to make them stand out. • Answer options align to content and process. • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete cluster items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating science vocabulary. • Change passive voice to active voice when appropriate. • Change item from an open-ended statement to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic; science content must remain accurate. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in item when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item. • Avoid using items that reference x and y axis on a graph.

Subject Area	Modification Rules
U.S. History (EOI)	• Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Simplify maps. • Box formulas to make them stand out. • Delete one part of a compound answer choice when possible. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating social studies vocabulary. • Change passive voice to active voice when appropriate. • Change item from an open-ended statement ending to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Provide definition of non-tested vocabulary in a text box near item and bold the defined term in the item or provide definition in brackets behind the word. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Delete items that cannot be modified based on guidelines.

OMAAP Testing Dates

The Oklahoma Modified Alternate Assessment Program is a series of tests that are part of the OSTP. The Oklahoma State Board of Education sets all administration dates for the OMAAP.

During the 2010–2011 school year, OMAAP 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. Spring tests may not be administered before April 10 of each year.

2010–2011 OMAAP

Test Administration	EOI*				
	Algebra I	**English II**	**Biology I**	**U.S. History**	**English II /Writing**
Winter	November 29, 2010 - December 17, 2010				Writing December 7, 2010
	★	★	★	★	★
Trimester	January 17, 2011 - February 18, 2011				Writing January 25, 2011
	★	★	★	★	★
Spring	April 18, 2011 - May 13, 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**		
Spring	April 11, 2011 - May 6, 2011				
Grade 3	★	★			
Grade 4	★	★			
Grade 5	★	★	★		
Grade 6	★	★			
Grade 7	★	★			
Grade 8	★	★	★		

* End-of-Instruction (EOI) assessments include Algebra I, English II, Biology I, and U.S. History. End-of-Instruction assessments were administered in both Winter/Trimester and Spring.

OMAAP Components and Concepts

The Modified Performance Level Descriptors and the Oklahoma Performance Index (OPI) are the key components of the OMAAP. These components ensure the validity and reliability of the testing program, as well as the reports that are produced. Performance Level Descriptors, OPI scores, and additional components and concepts relevant to OMAAP are described in the following section.

***Priority Academic Student Skills* (*PASS*):** The *PASS* is used as the basis for the development of the OMAAP. The subject areas assessed in the OMAAP are skills grouped into standards, with specific objectives detailed for each standard.

The Oklahoma State Department's Web site provides more details about whether a student qualifies for the OMAAP assessment. (Refer to the "Criteria Checklist for Oklahoma's Alternate Assessments.")

Item Response Theory and the 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.

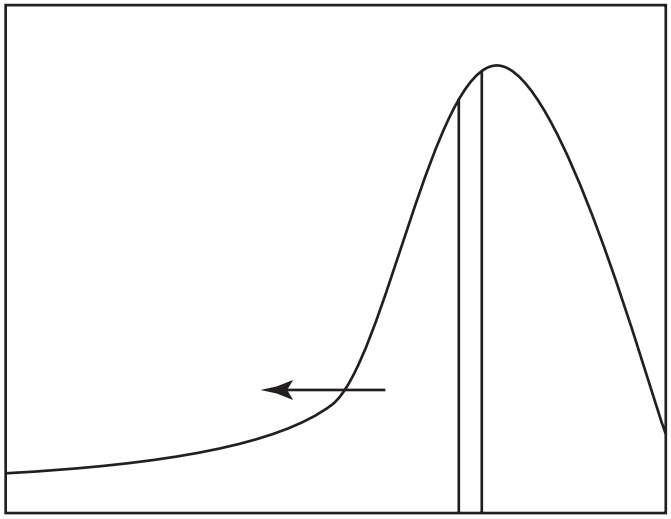
The OMAAP assessments are designed to assess the *PASS* frameworks for a wide range of abilities and cut scores are established through a content-based judgment process where committees are asked to make judgments mapping expectations of student performance to performance on a range of items. When making 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.

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
• Covers a delimited domain of learning tasks with a relatively large number of items measuring each specific task.	• Focuses on a large domain of learning tasks with a few items measuring each specific task.
• Focuses on describing learning tasks students can perform.	• Focuses on discriminating among students in relation to relative level of learning.
• Test constructors typically try to match the difficulty of an item to learning tasks.	• Test constructors prefer items of average difficulty and typically omit very easy and very hard items.
• Interpretation of a CRT requires a clearly defined group.	• 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.



Mean **Median**

MEAN VS MEDIAN

20	40	40	50	50	55	55

Mean = 44.3
Median = 50

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 Obtained Score and Percentage: Reports include the obtained score and the corresponding percentage for each standard with six or more items. Reporting of the obtained standard 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 four out of six items in one standard correctly, four would be reported as the obtained score and 67 percent as the corresponding percentage. **Note:** Because the number of items at the standard 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. Oklahoma Performance Index (OPI) scores for the OMAAP assessments are reported on a scale from 100 to 350. OPI scores are reported on a scale because tests have different questions from one year to the next causing a test to be slightly more or less difficult than the previous year. OPI scores take into account this difference in difficulty and report scores on a common scale so that OPI scores mean the same thing from year to year. For example, students one year may need to answer 16 questions correctly to obtain an OPI score of 250. If the test the next year is a little more difficult, students may need to answer only 15 questions correctly to obtain the same 250 OPI score. This way, scores for groups of students can be accurately compared from one year to the next using OPI scores. 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. Instead, it is the student's performance-level placement that can be used to make these kinds of comparisons. The processes and formulas used to produce these scale scores can be found in the OMAAP Technical Manual. OPI scores are useful for comparing student scores for the same grade and subject area from year to year. OPI scores cannot be used to accurately compare scores across grades (e.g., fourth grade to fifth grade) or to compare scores across subject areas.

Performance Level: A specific level of performance is defined by a range of OPI scores. There are four performance levels—Advanced, 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 OMAAP 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, Satisfactory, Limited Knowledge, Unsatisfactory. Long descriptors give detailed listings of the knowledge and skills typically possessed by students in the applicable category (Advanced, Satisfactory, Limited Knowledge) for each standard and/or objective within the category. The Performance Level Descriptors were developed by panels of Oklahoma educators and approved by the Oklahoma State Board of Education. The No Child Left Behind Act (NCLB) mandates that states define levels of performance on statewide assessments. These descriptors appear on the Oklahoma State Department of Education Web site at http://www.sde.state.ok.us/AcctAssess/OMAAP.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.

Holistic Writing Score: Each student's Writing response is reviewed against a scoring criteria rubric. Two trained readers independently read each response and assign a holistic score that focuses on specific writing skills. These ratings range from 3 (the highest score) to 1 (the lowest score). The final score provides a profile of the student's writing.

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 OMAAP. Later sections in this manual describe score reports and each OMAAP test for Grades 3–8 and EOI.

Understanding the Test Content

The Oklahoma Modified Alternate Assessment Program samples skills and content specified in the *PASS* standards and objectives by modifying OCCT items based on the rules listed on pages 3 through 9. Informed use of the 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 OMAAP results.

Understanding the Performance-Level Descriptors

Student performance on the OMAAP is classified into one of four performance levels: Advanced, 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 Satisfactory 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 OMAAP results.

Understanding the Writing Score

The Writing portion of the English II End-of-Instruction OMAAP is 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.

Writing scores are included in the English II 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, 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 U.S. History test, the performance of a student earning an OPI score of 252 and the performance of a student earning an OPI score of 260 are both classified at the Satisfactory level. The performance of the student with a score of 252 is more similar to the performance of a student scoring 248 (Limited Knowledge) than it is to the student scoring 260. 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 OMAAP assessment, refer to the section for each subject test in *Test Content and Performance Descriptors* later in this manual.

Interpreting 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 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–August 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 OMAAP. 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, as well as the number and percentage of students who scored at each performance level.

Pattern of Students' Performance Across Standards Within Subject Area

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

1. Identify any glaring differences in class performance across standards; and
2. Determine whether there are any major differences between the pattern of class performance across standards 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, OMAAP 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.

The school and district reports provide OMAAP results for Individualized Education Program (IEP) students with and without accommodations. Results are further disaggregated by ethnicity, gender, migrant status, eligibility for free/reduced lunch, and English Language Learners and Non-English Language Learners.

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 OMAAP 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 OMAAP 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

Student Reports on the OMAAP are provided for students tested in Grades 3–8 for Math and Reading, Grades 5 and 8 for Science, and End-of-Instruction (EOI) for Algebra I, English II, Biology I, and U.S. History. Separate reports are produced for each content area. Two copies of each report are produced: one for the district to retain for teacher use or for the student file and a second to be sent home to the parents/guardians in accordance with district policy.

The purpose of this report is to communicate the test results to students, their parents, and their teachers. These reports provide information to help parents make important decisions about their child's education. They are intended to provide a comprehensive, yet easy-to-understand portrait of a student's test performance. Because students and their parents may have questions about these reports, it is important that teachers and principals understand what information is included on them. Parents should be encouraged to contact the school for more information about their child's test performance.

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. A Grade 5 Reading Student Report is provided as an example. Student Reports for all subject tests in Grades 3-8 and EOI are presented in the same format. The EOI English II report includes the score for the Writing portion of the test on the bottom half of page 2.

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.

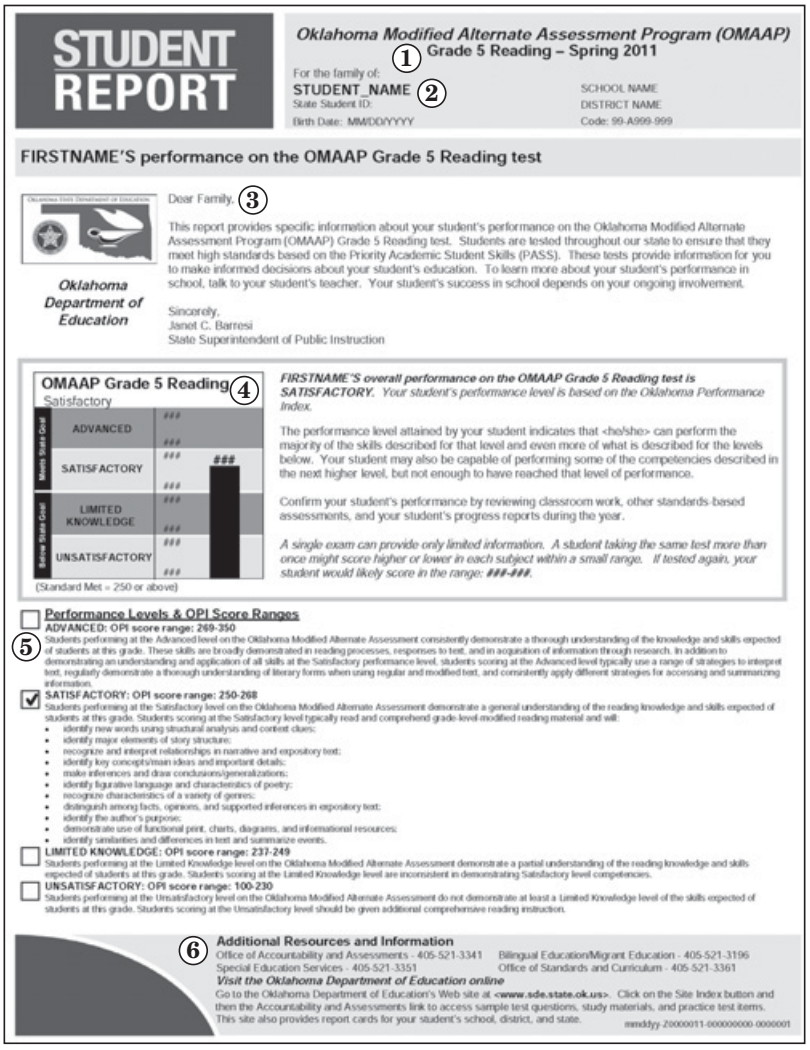
2 This section contains the student name, state student ID, and birth date. Identifying information for the school and district are also provided.

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 This section provides definitions and characteristics for the four performance levels with the corresponding OPI score ranges. 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 Modified Alternate Assessment Program (OMAAP)
1 Grade 5 Reading – Spring 2011

For the family of:
STUDENT_NAME 2
State Student ID:
Birth Date: MM/DD/YYYY

SCHOOL NAME
DISTRICT NAME
Code: 99-A999-999

FIRSTNAME'S performance on the OMAAP Grade 5 Reading test

Oklahoma Department of Education

Dear Family, 3

This report provides specific information about your student's performance on the Oklahoma Modified Alternate Assessment Program (OMAAP) Grade 5 Reading test. Students are tested throughout our state to ensure that they meet high standards based on the Priority Academic Student Skills (PASS). 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

OMAAP Grade 5 Reading 4
Satisfactory

ADVANCED
SATISFACTORY
LIMITED KNOWLEDGE
UNSATISFACTORY
Meets State Goal
Above State Goal
(Standard Met = 250 or above)

FIRSTNAME'S overall performance on the OMAAP Grade 5 Reading test is SATISFACTORY. 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 the range: ###-###.

5 Performance Levels & OPI Score Ranges

☐ **ADVANCED: OPI score range: 269-350**
Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to interpret text, regularly demonstrate a thorough understanding of literary forms when using regular and modified text, and consistently apply different strategies for accessing and summarizing information.

☑ **SATISFACTORY: OPI score range: 250-268**
Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- identify new words using structural analysis and context clues;
- identify major elements of story structure;
- recognize and interpret relationships in narrative and expository text;
- identify key concepts/main ideas and important details;
- make inferences and draw conclusions/generalizations;
- identify figurative language and characteristics of poetry;
- recognize characteristics of a variety of genres;
- distinguish among facts, opinions, and supported inferences in expository text;
- identify the author's purpose;
- demonstrate use of functional print, charts, diagrams, and informational resources;
- identify similarities and differences in text and summarize events.

☐ **LIMITED KNOWLEDGE: OPI score range: 237-249**
Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

☐ **UNSATISFACTORY: OPI score range: 100-230**
Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

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.
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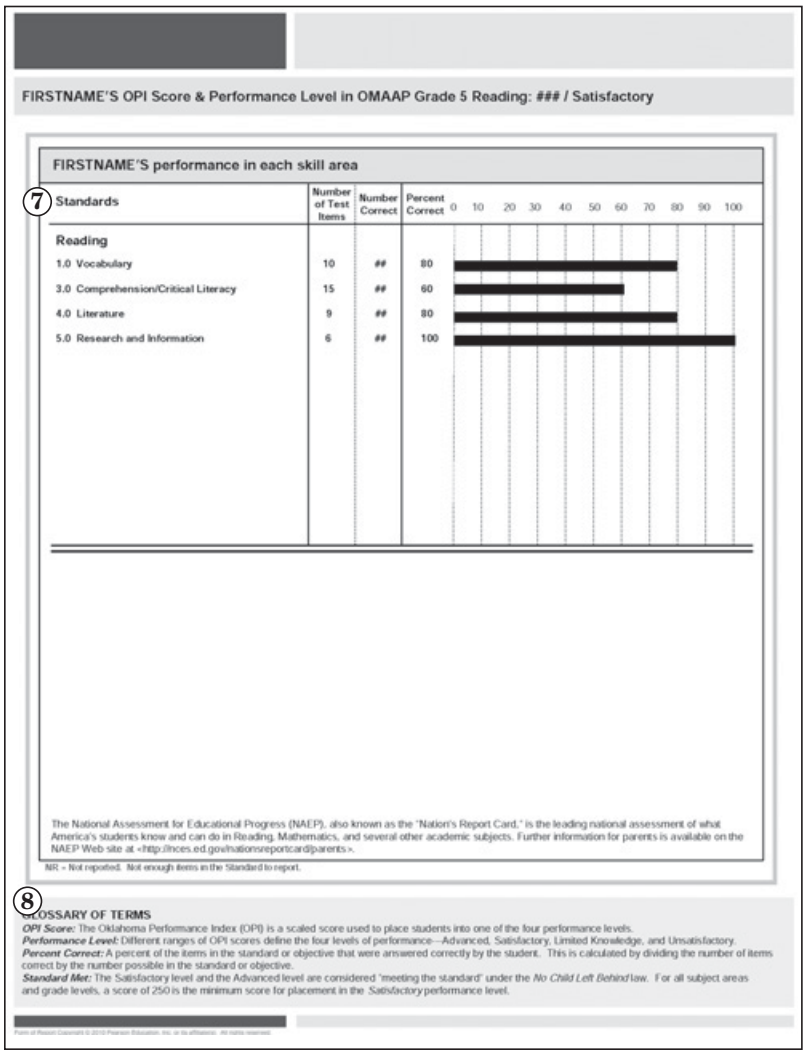
Student Reports

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

8 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 OMAAP assessments. Resources are also provided to help prepare your student for success.



FIRSTNAME'S OPI Score & Performance Level in OMAAP Grade 5 Reading: ### / Satisfactory

FIRSTNAME'S performance in each skill area

7

Standards	Number of Test Items	Number Correct	Percent Correct (0 10 20 30 40 50 60 70 80 90 100)
Reading			
1.0 Vocabulary	10	##	80
3.0 Comprehension/Critical Literacy	15	##	60
4.0 Literature	9	##	80
5.0 Research and Information	6	##	100

The National Assessment for Educational Progress (NAEP), also known as the "Nation's Report Card," is the leading national assessment of what America's students know and can do in Reading, Mathematics, and several other academic subjects. Further information for parents is available on the NAEP Web site at <http://nces.ed.gov/nationsreportcard/parents>.

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

8

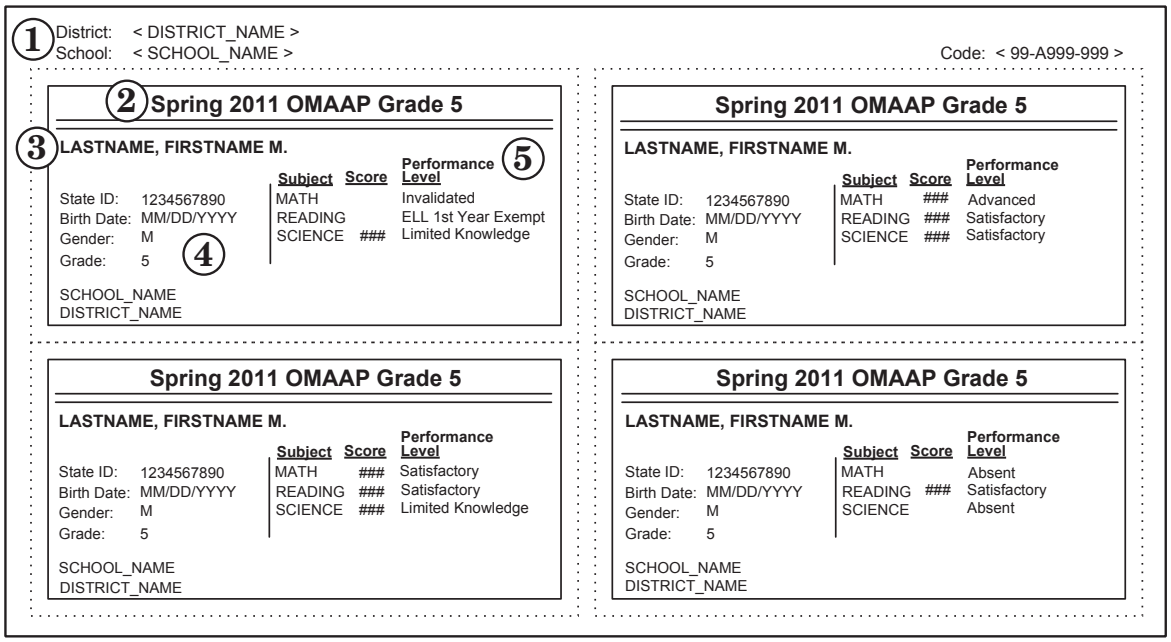
GLOSSARY OF TERMS

OPI Score: The Oklahoma Performance Index (OPI) is a scaled score used to place students into one of the four performance levels.
Performance Level: Different ranges of OPI scores define the four levels of performance—Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.
Percent Correct: A percent of the items in the standard or objective that were answered correctly by the student. This is calculated by dividing the number of items correct by the number possible in the standard or objective.
Standard Met: The Satisfactory level and the Advanced level are considered "meeting the standard" under the *No Child Left Behind* law. For all subject areas and grade levels, a score of 250 is the minimum score for placement in the *Satisfactory* performance level.

Student Labels—Grades 3–8

Student labels are generated for all students at each school. The labels summarize OMAAP results, providing a quick and comprehensive overview of a student's performance. For the Grades 3–8 OMAAP, 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.

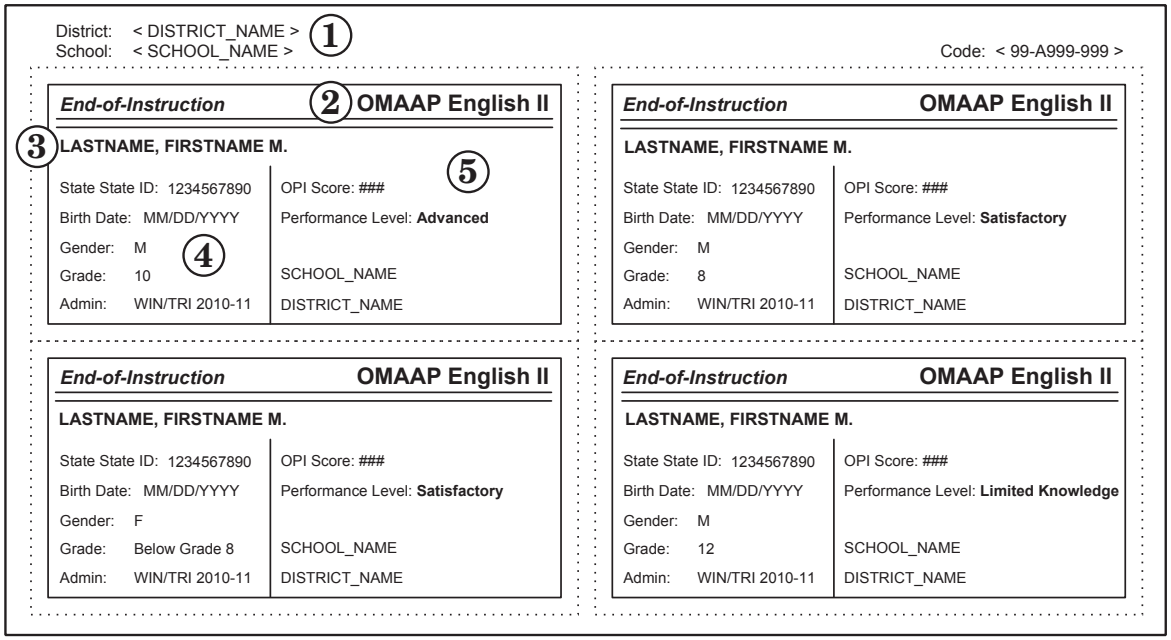
1. District name, school name, and CDS (county/district/site) code
2. Test administration and student grade level
3. Student name
4. Student information
5. OPI score/ performance level and district name/school name.



Student Labels—End-of-Instruction

Student labels are generated for all students at each school. The labels summarize OMAAP results, providing a quick and comprehensive overview of a student's performance. A student label is provided for each subject tested.

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



Class Reports— Student Roster by Student Name

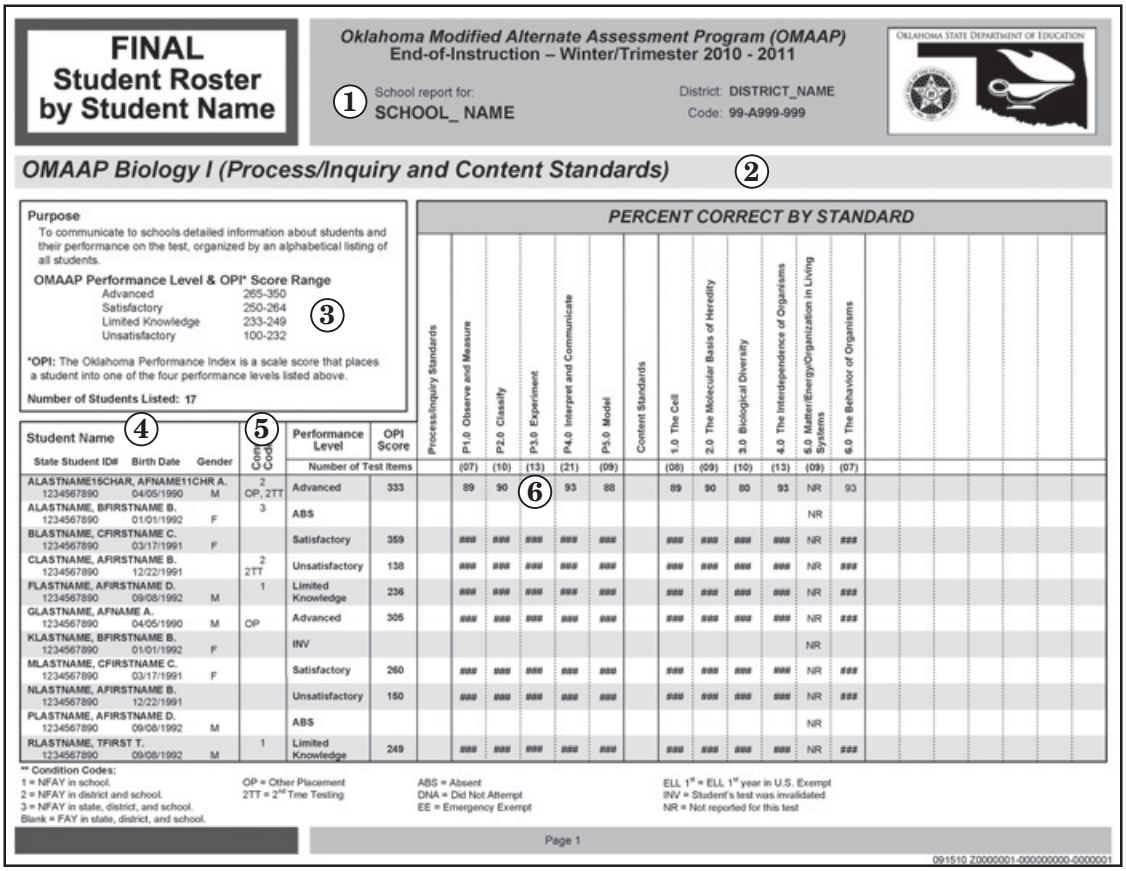
These following reports are intended to provide as much detailed information as possible to teachers about the performance of their students in each class on the OMAAP tests. Class reports are organized by class name and subject/grade. Two student rosters are provided, one report is an alphabetical list by student name for the class, and the other report provides test results of all students by OPI Score and performance grouping. The remaining report is a summary of the overall performance for the class.

The Student Roster by Student Name communicates to teachers and schools detailed information about students and their performance on the test and is organized alphabetically by student name and grouped by class or school, subject, and test form type (Regular, Braille, Equivalent).

Class Reports—Student Roster by Student Name

The Student Roster by Student Name communicates to teachers and schools detailed information about students and their performance on the test. 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, 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. A separate report is produced for each content area tested. Writing is included in the English II report.
3. The purpose of the report, OPI score ranges, and corresponding performance level are provided and explained. The total number of students included on the report is also listed.
4. The student's name is listed in the first column with the student's performance level and OPI score in the third and fourth columns.
5. A condition code will be placed beside a student's name if the student is Other Placement, a second time tester, or has NFAY status. If a student was absent, did not attempt the test, had an invalidation or an exemption, it will be recorded in the section under Performance Level/OPI score. See bottom footnotes for a complete list of descriptions.
6. This section shows the percent correct for the standards. If NR is indicated, this means that there were not enough questions within the test for that standard.



FINAL Student Roster by Student Name

Oklahoma Modified Alternate Assessment Program (OMAAP)
End-of-Instruction – Winter/Trimester 2010 - 2011

Oklahoma State Department of Education

① School report for: SCHOOL_ NAME
District: DISTRICT_NAME
Code: 99-A999-999

OMAAP Biology I (Process/Inquiry and Content Standards) ②

Purpose
To communicate to schools detailed information about students and their performance on the test, organized by an alphabetical listing of all students.

OMAAP Performance Level & OPI* Score Range ③

Advanced	265-350
Satisfactory	250-264
Limited Knowledge	233-249
Unsatisfactory	100-232

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

Number of Students Listed: 17

PERCENT CORRECT BY STANDARD

Student Name ④ / State Student ID#	Birth Date	Gender	Condition Code ⑤	Performance Level	OPI Score	Process/Inquiry Standards	P1.0 Observe and Measure	P2.0 Classify	P3.0 Experiment	P4.0 Interpret and Communicate	P5.0 Model	Content Standards	1.0 The Cell	2.0 The Molecular Basis of Heredity	3.0 Biological Diversity	4.0 The Interdependence of Organisms	5.0 Matter/Energy/Organization in Living Systems	6.0 The Behavior of Organisms
Number of Test Items							(07)	(10)	(13)	(21)	(09)		(08)	(09)	(10)	(13)	(09)	(07)
ALASTNAME15CHAR, AFNAME11CHR A.			2	Advanced	333		89	90	⑥	93	88		89	90	80	93	NR	93
1234567890	04/05/1990	M	OP, 2TT															
ALASTNAME, BFIRSTNAME B.			3	ABS													NR	
1234567890	01/01/1992	F																
BLASTNAME, CFIRSTNAME C.				Satisfactory	359		###	###	###	###	###		###	###	###	###	NR	###
1234567890	03/17/1991	F																
CLASTNAME, AFIRSTNAME B.			2	Unsatisfactory	138		###	###	###	###	###		###	###	###	###	NR	###
1234567890	12/22/1991		2TT															
FLASTNAME, AFIRSTNAME D.			1	Limited Knowledge	236		###	###	###	###	###		###	###	###	###	NR	###
1234567890	09/08/1992	M																
GLASTNAME, AFNAME A.			OP	Advanced	305		###	###	###	###	###		###	###	###	###	NR	###
1234567890	04/05/1990	M																
KLASTNAME, BFIRSTNAME B.				INV													NR	
1234567890	01/01/1992	F																
MLASTNAME, CFIRSTNAME C.				Satisfactory	260		###	###	###	###	###		###	###	###	###	NR	###
1234567890	03/17/1991	F																
NLASTNAME, AFIRSTNAME B.				Unsatisfactory	150		###	###	###	###	###		###	###	###	###	NR	###
1234567890	12/22/1991																	
PLASTNAME, AFIRSTNAME D.				ABS													NR	
1234567890	09/08/1992	M																
RLASTNAME, TFIRST T.			1	Limited Knowledge	249		###	###	###	###	###		###	###	###	###	NR	###
1234567890	09/08/1992	M																

** Condition Codes:
1 = NFAY in school.
2 = NFAY in district and school.
3 = NFAY in state, district, and school.
Blank = FAY in state, district, and school.

OP = Other Placement
2TT = 2nd Tme Testing

ABS = Absent
DNA = Did Not Attempt
EE = Emergency Exempt

ELL 1st = ELL 1st year in U.S. Exempt
INV = Student's test was invalidated
NR = Not reported for this test

Page 1

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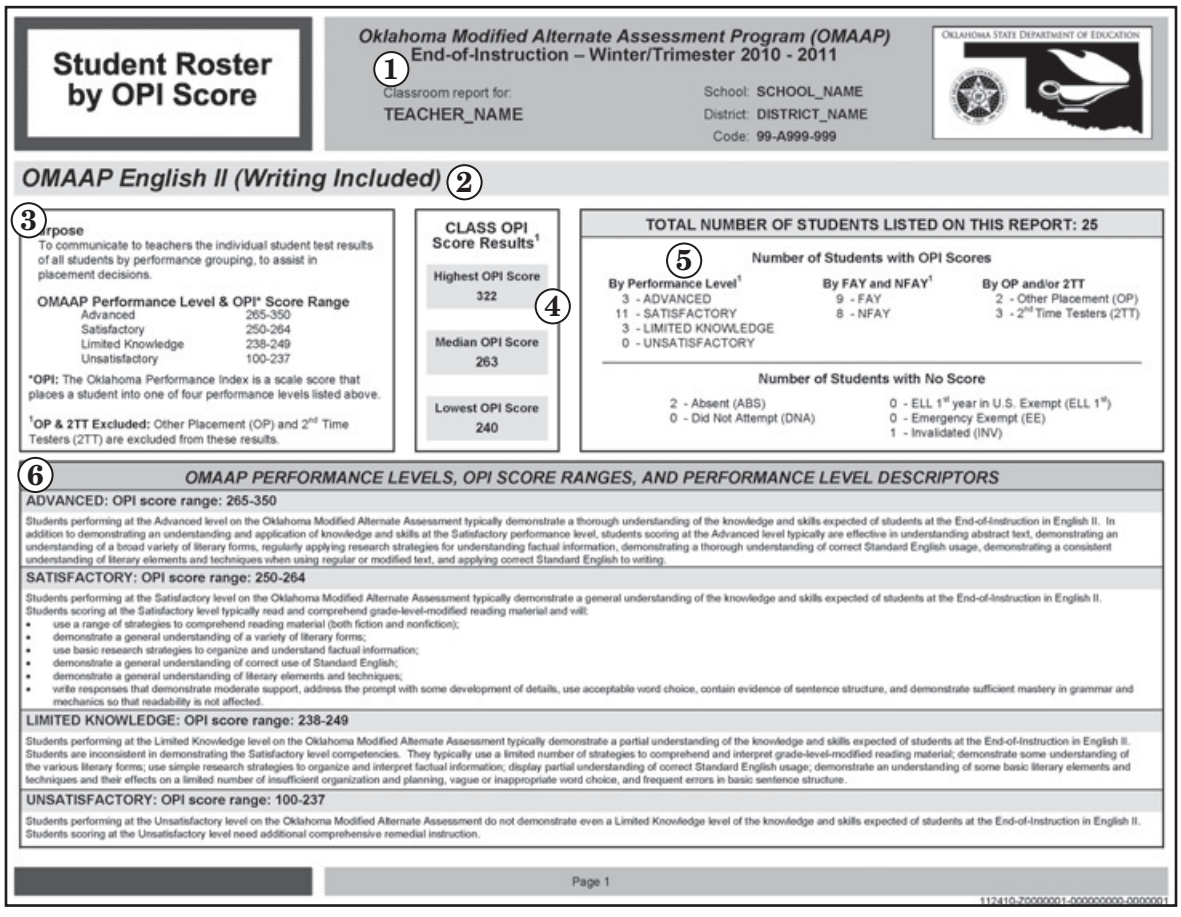
Class Reports—Student Roster by OPI Score

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 content area 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.



Student Roster by OPI Score

Oklahoma Modified Alternate Assessment Program (OMAAP)
End-of-Instruction – Winter/Trimester 2010 - 2011 (1)

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP English II (Writing Included) (2)

(3)
rpose
To communicate to teachers the individual student test results of all students by performance grouping, to assist in placement decisions.

OMAAP Performance Level & OPI* Score Range

Advanced	265-350
Satisfactory	250-264
Limited Knowledge	238-249
Unsatisfactory	100-237

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

†OP & 2TT Excluded: Other Placement (OP) and 2nd Time Testers (2TT) are excluded from these results.

CLASS OPI Score Results†
Highest OPI Score 322
(4)
Median OPI Score 263
Lowest OPI Score 240

TOTAL NUMBER OF STUDENTS LISTED ON THIS REPORT: 25

(5)
Number of Students with OPI Scores

By Performance Level†	By FAY and NFAY†	By OP and/or 2TT
3 - ADVANCED	9 - FAY	2 - Other Placement (OP)
11 - SATISFACTORY	8 - NFAY	3 - 2nd Time Testers (2TT)
3 - LIMITED KNOWLEDGE		
0 - UNSATISFACTORY		

Number of Students with No Score

2 - Absent (ABS)	0 - ELL 1st year in U.S. Exempt (ELL 1st)
0 - Did Not Attempt (DNA)	0 - Emergency Exempt (EE)
	1 - Invalidated (INV)

(6)
OMAAP PERFORMANCE LEVELS, OPI SCORE RANGES, AND PERFORMANCE LEVEL DESCRIPTORS

ADVANCED: OPI score range: 265-350

Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment typically demonstrate a thorough understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. In addition to demonstrating an understanding and application of knowledge and skills at the Satisfactory performance level, students scoring at the Advanced level typically are effective in understanding abstract text, demonstrating an understanding of a broad variety of literary forms, regularly applying research strategies for understanding factual information, demonstrating a thorough understanding of correct Standard English usage, demonstrating a consistent understanding of literary elements and techniques when using regular or modified text, and applying correct Standard English to writing.

SATISFACTORY: OPI score range: 250-264

Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment typically demonstrate a general understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- use a range of strategies to comprehend reading material (both fiction and nonfiction);
- demonstrate a general understanding of a variety of literary forms;
- use basic research strategies to organize and understand factual information;
- demonstrate a general understanding of correct use of Standard English;
- demonstrate a general understanding of literary elements and techniques;
- write responses that demonstrate moderate support, address the prompt with some development of details, use acceptable word choice, contain evidence of sentence structure, and demonstrate sufficient mastery in grammar and mechanics so that readability is not affected.

LIMITED KNOWLEDGE: OPI score range: 238-249

Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment typically demonstrate a partial understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. Students are inconsistent in demonstrating the Satisfactory level competencies. They typically use a limited number of strategies to comprehend and interpret grade-level-modified 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 effects on a limited number of insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

UNSATISFACTORY: OPI score range: 100-237

Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate even a Limited Knowledge level of the knowledge and skills expected of students at the End-of-Instruction in English II. Students scoring at the Unsatisfactory level need additional comprehensive remedial instruction.

Page 1

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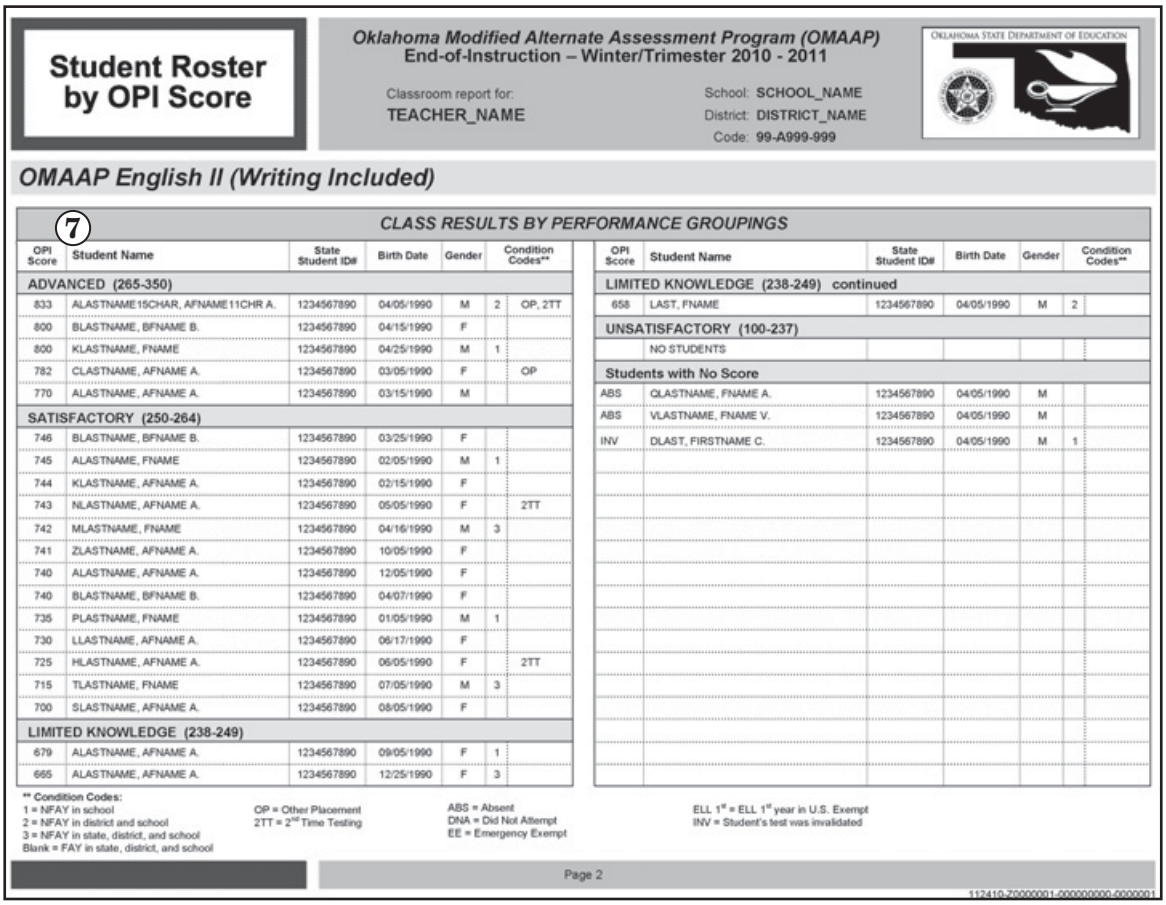
Class Reports—Student Roster by OPI Score

(7) Page 2 of the report shows the class results by performance groupings.



Student Roster by OPI Score

Oklahoma Modified Alternate Assessment Program (OMAAP)
End-of-Instruction – Winter/Trimester 2010 - 2011

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP English II (Writing Included)

(7) *CLASS RESULTS BY PERFORMANCE GROUPINGS*

OPI Score	Student Name	State Student ID#	Birth Date	Gender		Condition Codes**
ADVANCED (265-350)						
833	ALASTNAME15CHAR, AFNAME11CHR A.	1234567890	04/05/1990	M	2	OP, 2TT
800	BLASTNAME, BFNAME B.	1234567890	04/15/1990	F		
800	KLASTNAME, FNAME	1234567890	04/25/1990	M	1	
782	CLASTNAME, AFNAME A.	1234567890	03/05/1990	F		OP
770	ALASTNAME, AFNAME A.	1234567890	03/15/1990	M		
SATISFACTORY (250-264)						
746	BLASTNAME, BFNAME B.	1234567890	03/25/1990	F		
745	ALASTNAME, FNAME	1234567890	02/05/1990	M	1	
744	KLASTNAME, AFNAME A.	1234567890	02/15/1990	F		
743	NLASTNAME, AFNAME A.	1234567890	05/05/1990	F		2TT
742	MLASTNAME, FNAME	1234567890	04/16/1990	M	3	
741	ZLASTNAME, AFNAME A.	1234567890	10/05/1990	F		
740	ALASTNAME, AFNAME A.	1234567890	12/05/1990	F		
740	BLASTNAME, BFNAME B.	1234567890	04/07/1990	F		
735	PLASTNAME, FNAME	1234567890	01/05/1990	M	1	
730	LLASTNAME, AFNAME A.	1234567890	06/17/1990	F		
725	HLASTNAME, AFNAME A.	1234567890	06/05/1990	F		2TT
715	TLASTNAME, FNAME	1234567890	07/05/1990	M	3	
700	SLASTNAME, AFNAME A.	1234567890	08/05/1990	F		
LIMITED KNOWLEDGE (238-249)						
679	ALASTNAME, AFNAME A.	1234567890	09/05/1990	F	1	
665	ALASTNAME, AFNAME A.	1234567890	12/25/1990	F	3	

OPI Score	Student Name	State Student ID#	Birth Date	Gender	Condition Codes**
LIMITED KNOWLEDGE (238-249) continued					
658	LAST, FNAME	1234567890	04/05/1990	M	2
UNSATISFACTORY (100-237)					
	NO STUDENTS				
Students with No Score					
ABS	QLASTNAME, FNAME A.	1234567890	04/05/1990	M	
ABS	VLASTNAME, FNAME V.	1234567890	04/05/1990	M	
INV	DLAST, FIRSTNAME C.	1234567890	04/05/1990	M	1

** Condition Codes:
1 = NFAY in school
2 = NFAY in district and school
3 = NFAY in state, district, and school
Blank = FAY in state, district, and school

OP = Other Placement
2TT = 2nd Time Testing

ABS = Absent
DNA = Did Not Attempt
EE = Emergency Exempt

ELL 1st = ELL 1st year in U.S. Exempt
INV = Student's test was invalidated

Page 2

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Class Summary Report

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.

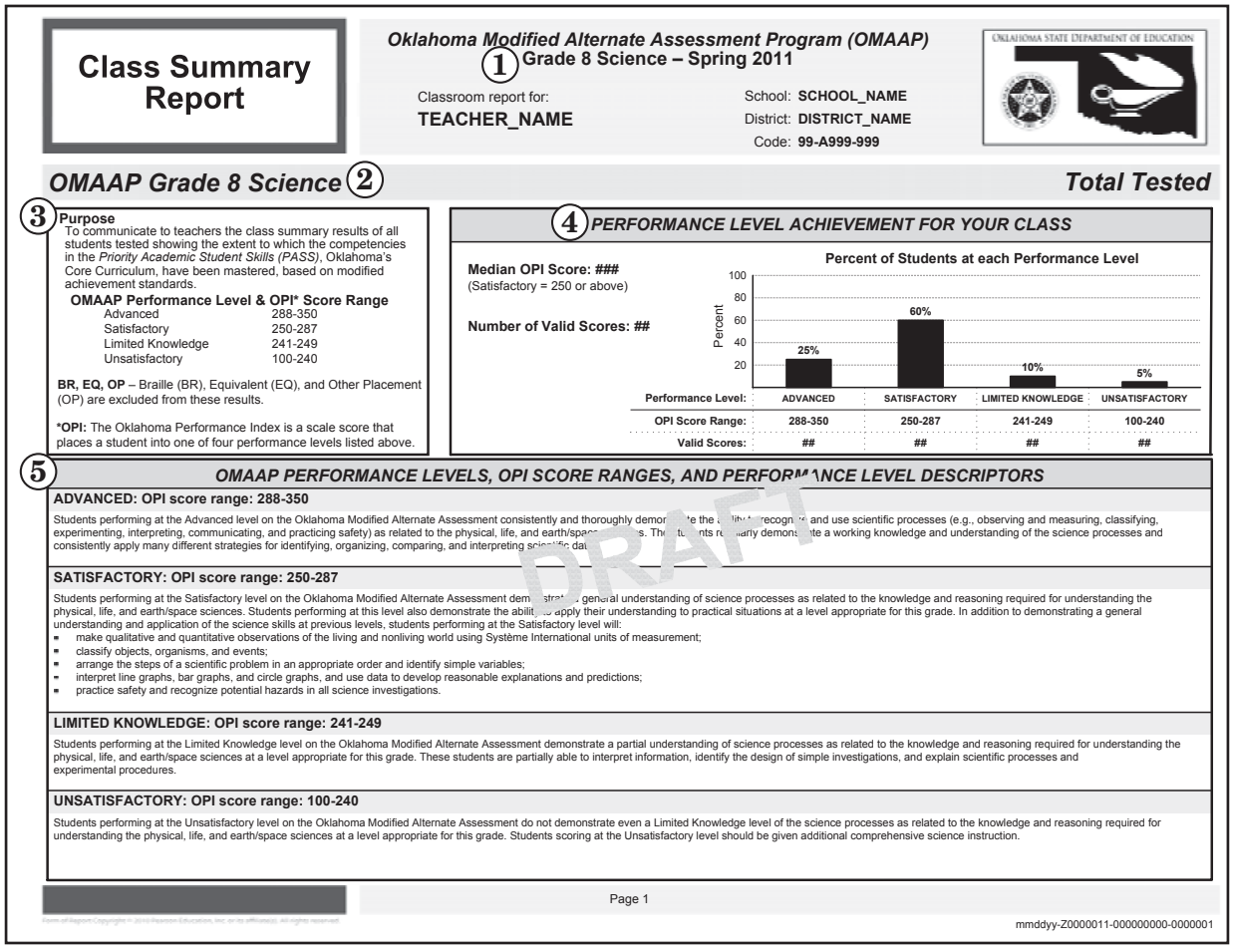
1. Test, testing administration window, district name, school name, teacher name, and CDS (county/district/site) code

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 Modified Alternate Assessment Program (OMAAP)
1 Grade 8 Science – Spring 2011

Classroom report for:
TEACHER_NAME

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP Grade 8 Science 2 ***Total Tested***

3 **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, based on modified achievement standards.

OMAAP Performance Level & OPI* Score Range

Advanced	288-350
Satisfactory	250-287
Limited Knowledge	241-249
Unsatisfactory	100-240

BR, EQ, OP – Braille (BR), Equivalent (EQ), and Other Placement (OP) 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.

4 ***PERFORMANCE LEVEL ACHIEVEMENT FOR YOUR CLASS***

Median OPI Score: ###
(Satisfactory = 250 or above)

Number of Valid Scores: ##

Percent of Students at each Performance Level

Performance Level:	ADVANCED	SATISFACTORY	LIMITED KNOWLEDGE	UNSATISFACTORY
OPI Score Range:	288-350	250-287	241-249	100-240
Valid Scores:	##	##	##	##

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

ADVANCED: OPI score range: 288-350

Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and practicing safety) as related to the physical, life, and earth/space sciences. These students regularly demonstrate a working knowledge and understanding of the science processes and consistently apply many different strategies for identifying, organizing, comparing, and interpreting scientific data.

SATISFACTORY: OPI score range: 250-287

Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. Students performing at this level also demonstrate the ability to apply their understanding to practical situations at a level appropriate for this grade. 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 nonliving world using Système International units of measurement;
- classify objects, organisms, and events;
- arrange the steps of a scientific problem in an appropriate order and identify simple variables;
- interpret line graphs, bar graphs, and circle graphs, and use data to develop reasonable explanations and predictions;
- practice safety and recognize potential hazards in all science investigations.

LIMITED KNOWLEDGE: OPI score range: 241-249

Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment 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 for this grade. These students are partially able to interpret information, identify the design of simple investigations, and explain scientific processes and experimental procedures.

UNSATISFACTORY: OPI score range: 100-240

Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate even a Limited Knowledge level 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 for this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive science instruction.

DRAFT

Page 1

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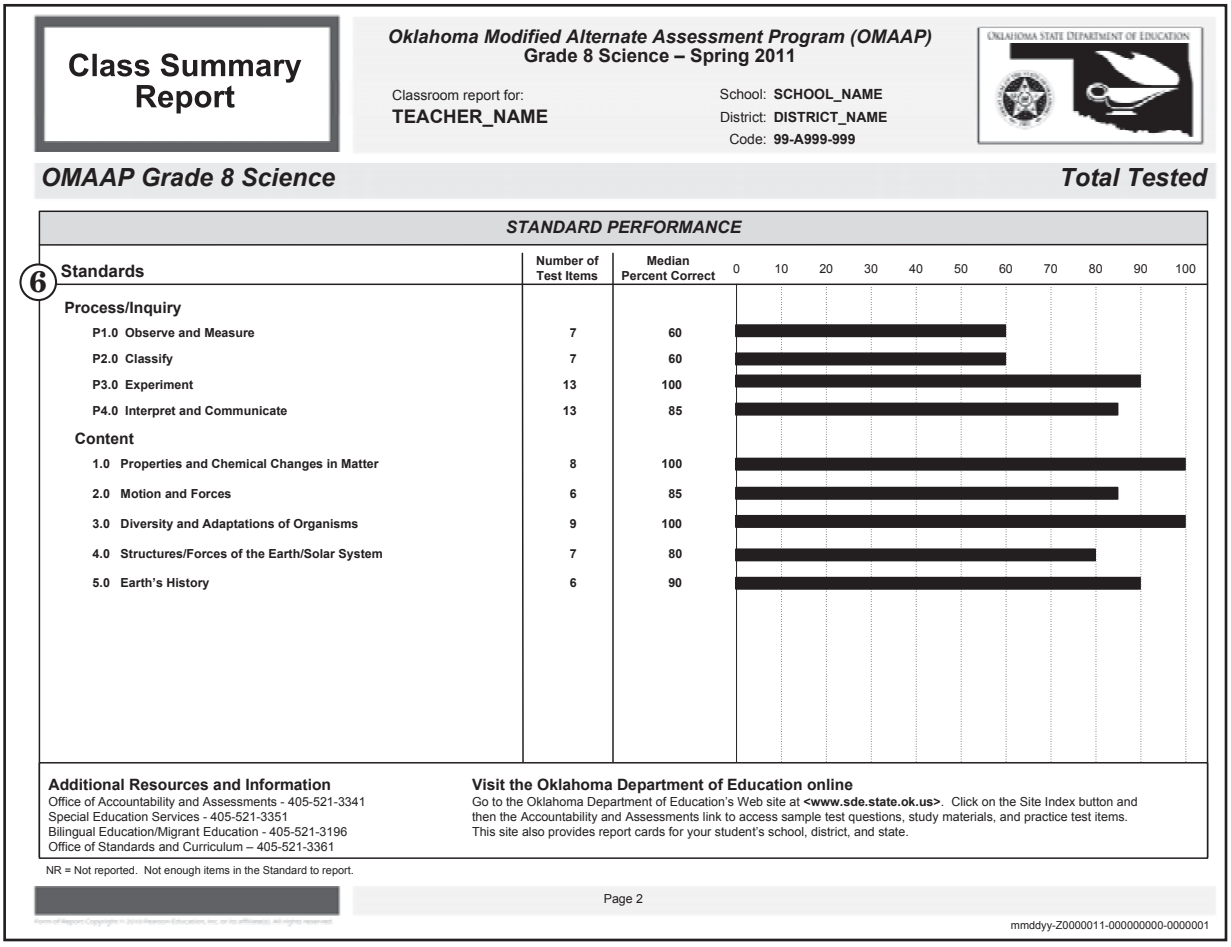
Class Summary Report

6 Page 2 of the report lists the standards for the content area and shows the number of test items and class median percent correct for each of the standards.



Class Summary Report

Oklahoma Modified Alternate Assessment Program (OMAAP)
Grade 8 Science – Spring 2011

Classroom report for:
TEACHER_NAME

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP Grade 8 Science ***Total Tested***

STANDARD PERFORMANCE

6 Standards	Number of Test Items	Median Percent Correct
Process/Inquiry		
P1.0 Observe and Measure	7	60
P2.0 Classify	7	60
P3.0 Experiment	13	100
P4.0 Interpret and Communicate	13	85
Content		
1.0 Properties and Chemical Changes in Matter	8	100
2.0 Motion and Forces	6	85
3.0 Diversity and Adaptations of Organisms	9	100
4.0 Structures/Forces of the Earth/Solar System	7	80
5.0 Earth's History	6	90

0 10 20 30 40 50 60 70 80 90 100

Additional Resources and Information
Office of Accountability and Assessments - 405-521-3341
Special Education Services - 405-521-3351
Bilingual Education/Migrant Education - 405-521-3196
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.

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

Page 2

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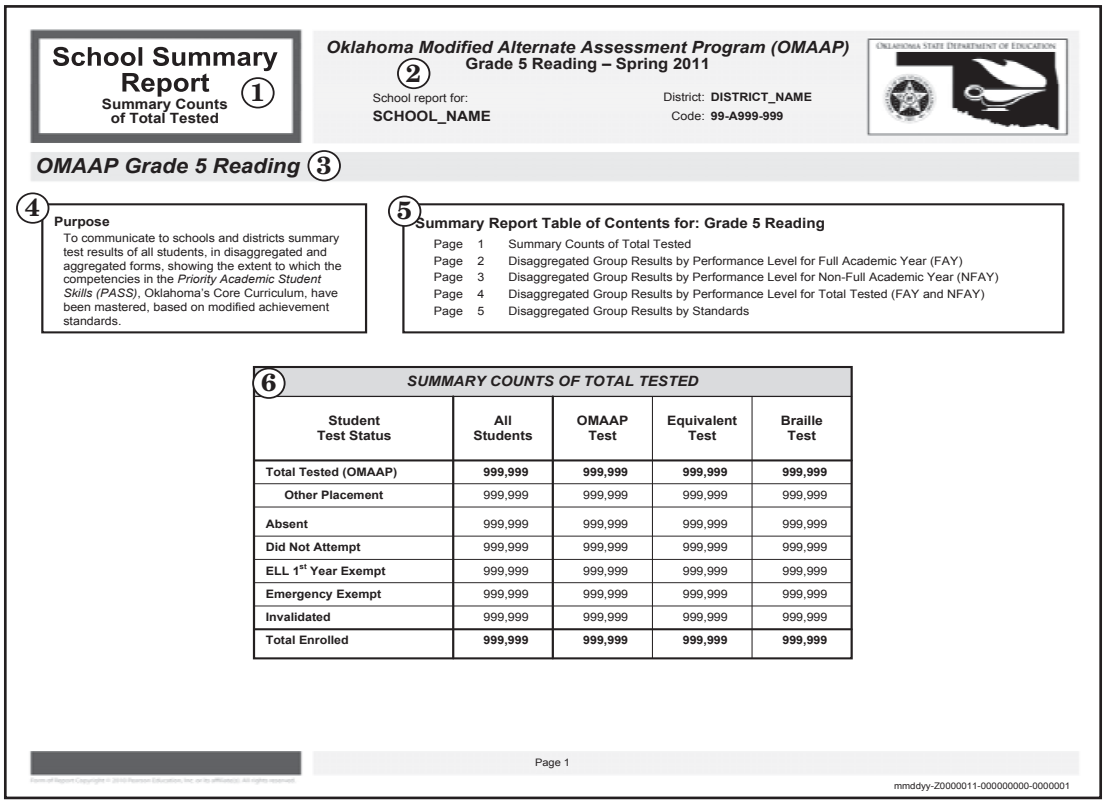
Summary Report—School and District

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 (NFAY), and Total Tested.

Summary Reports for the school and district levels have an identical format. A School Summary Report is shown on the following pages.

Page 1 shows Summary Counts of 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 (1)
Summary Counts of Total Tested

Oklahoma Modified Alternate Assessment Program (OMAAP) (2)
Grade 5 Reading – Spring 2011

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP Grade 5 Reading (3)

(4) **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, based on modified achievement standards.

(5) **Summary Report Table of Contents for: Grade 5 Reading**

(6) *SUMMARY COUNTS OF TOTAL TESTED*

Student Test Status	All Students	OMAAP Test	Equivalent Test	Braille Test
Total Tested (OMAAP)	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
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

Page 1

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

This page of the Summary Report shows 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 bottom of the report provides explanations of the abbreviated codes and notes that Braille, Equivalent, 2nd Time Testers (EOI only), and Other Placement are excluded from the summary results.

School Summary Report
Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)
Grade 5 Reading – Spring 2011

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP Grade 5 Reading — *FAY*

7

FULL ACADEMIC YEAR (FAY) [1] (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
	Number of Valid Scores (OMAAP)	OPI Score Range ###-### ADVANCED		OPI Score Range ###-### SATISFACTORY		OPI Score Range ###-### LIMITED KNOWLEDGE		OPI Score Range ###-### UNSATISFACTORY		Median OPI [2] Score
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 **Individualized Education Program**	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
2 IEP with Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
3 IEP without Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
4 **Ethnicity**										
5 Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
6 **Race**										
7 American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
8 Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
9 Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
10 Pacific Islander	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
11 White/Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
12 Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
13 **Gender**										
14 Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
15 Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
16 Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
17 **Other**										
18 Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
19 Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
20 Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
21 ELL 1st-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
22 ELL 2nd-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
23 **ENGLISH LANGUAGE LEARNERS (ELL)**	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
24 **NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)**	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999

[1] **BR, EQ, & OP EXCLUDED** – Braille, Equivalent, 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.

Page 2

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

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

8 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 bottom of the report provides explanations of the abbreviated codes and notes that Braille, Equivalent, 2nd Time Testers (EOI only), and Other Placement are excluded from the summary results.

School Summary Report
Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)
Grade 5 Reading – Spring 2011

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP Grade 5 Reading — *NFAY*

8

	NON-FULL ACADEMIC YEAR (NFAY) [1]	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL								
		Number of Valid Scores (OMAAP)	OPI Score Range ###-### ADVANCED		OPI Score Range ###-### SATISFACTORY		OPI Score Range ###-### LIMITED KNOWLEDGE		OPI Score Range ###-### UNSATISFACTORY		Median OPI [2] Score
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
25	**Individualized Education Program**	**999,999**	**999,999**	**999%**	**999,999**	**999%**	**999,999**	**999%**	**999,999**	**999%**	**999**
26	IEP with Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
27	IEP without Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
28	**Ethnicity**										
29	Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
30	**Race**										
31	American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
32	Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
33	Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
34	Pacific Islander	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
35	White/Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
36	Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
37	**Gender**										
38	Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
39	Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
40	Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
41	**Other**										
42	Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
43	Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
44	Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
45	ELL 1st-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
46	ELL 2nd-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
47	**ENGLISH LANGUAGE LEARNERS (ELL)**	**999,999**	**999,999**	**999%**	**999,999**	**999%**	**999,999**	**999%**	**999,999**	**999%**	**999**
48	**NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)**	**999,999**	**999,999**	**999%**	**999,999**	**999%**	**999,999**	**999%**	**999,999**	**999%**	**999**

[1] **BR, EQ, & OP EXCLUDED** – Braille, Equivalent, 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.

Page 3

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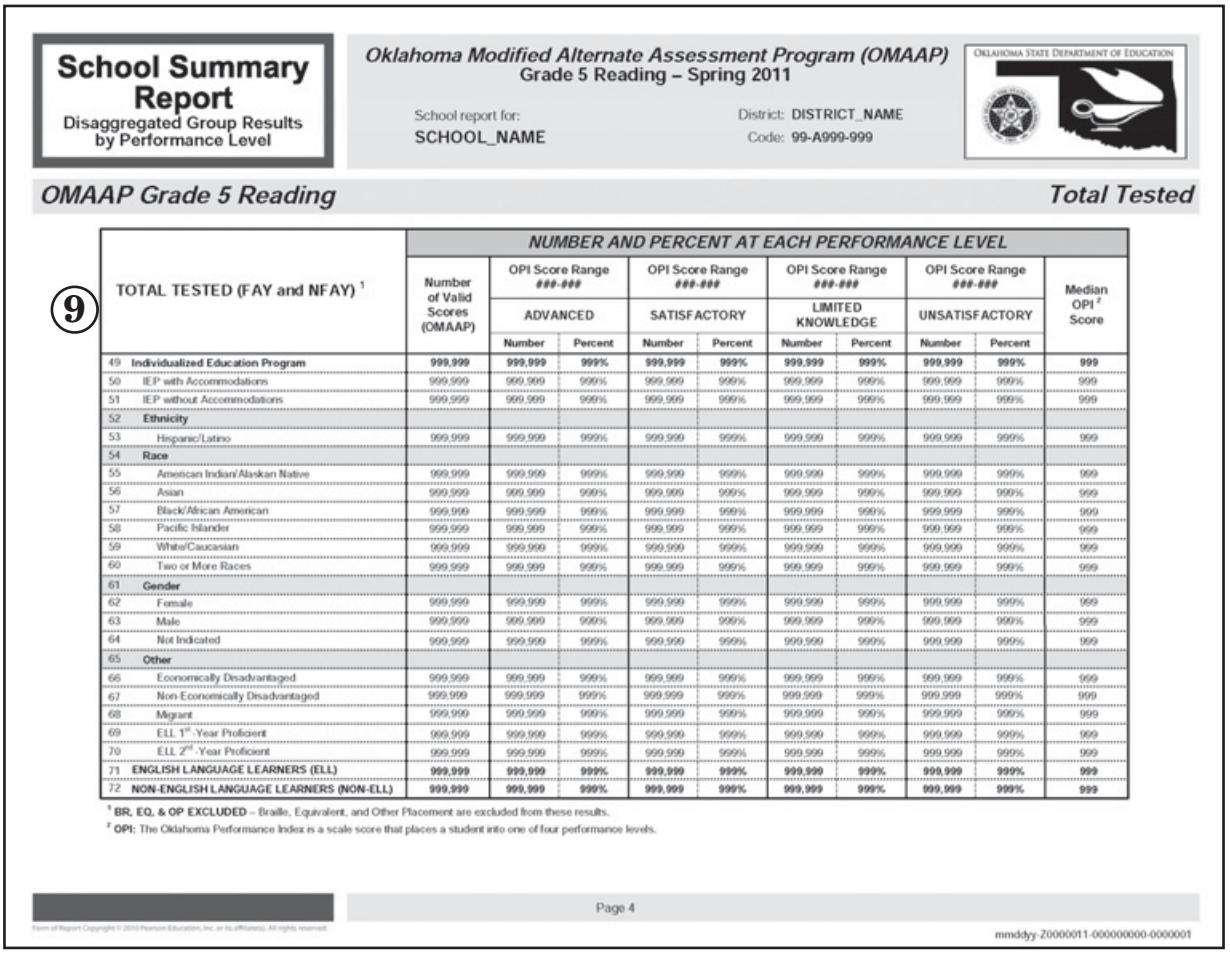
Summary Report–Disaggregated Group Results by Performance Level (Total Tested)

This page of the Summary Report shows the number of students within each student group of all students tested who obtained each performance level.

9 The first column of this page shows Disaggregated Group Results by Performance Level for Total Tested. 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 bottom of the report provides explanations of the abbreviated codes and notes that Braille, Equivalent, 2nd Time Testers (EOI only), and Other Placement are excluded from the summary results.



School Summary Report
Disaggregated Group Results by Performance Level

Oklahoma Modified Alternate Assessment Program (OMAAP)
Grade 5 Reading – Spring 2011

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

Oklahoma State Department of Education

OMAAP Grade 5 Reading — *Total Tested*

9

TOTAL TESTED (FAY and NFAY) [1]	Number of Valid Scores (OMAAP)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL								Median OPI [2] Score
		OPI Score Range ###-### ADVANCED		OPI Score Range ###-### SATISFACTORY		OPI Score Range ###-### LIMITED KNOWLEDGE		OPI Score Range ###-### UNSATISFACTORY		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
49 Individualized Education Program	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
50 IEP with Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
51 IEP without Accommodations	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
52 Ethnicity										
53 Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
54 Race										
55 American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
56 Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
57 Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
58 Pacific Islander	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
59 White/Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
60 Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
61 Gender										
62 Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
63 Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
64 Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
65 Other										
66 Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
67 Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
68 Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
69 ELL 1st-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
70 ELL 2nd-Year Proficient	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
71 ENGLISH LANGUAGE LEARNERS (ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
72 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999

[1] **BR, EQ, & OP EXCLUDED** – Braille, Equivalent, 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.

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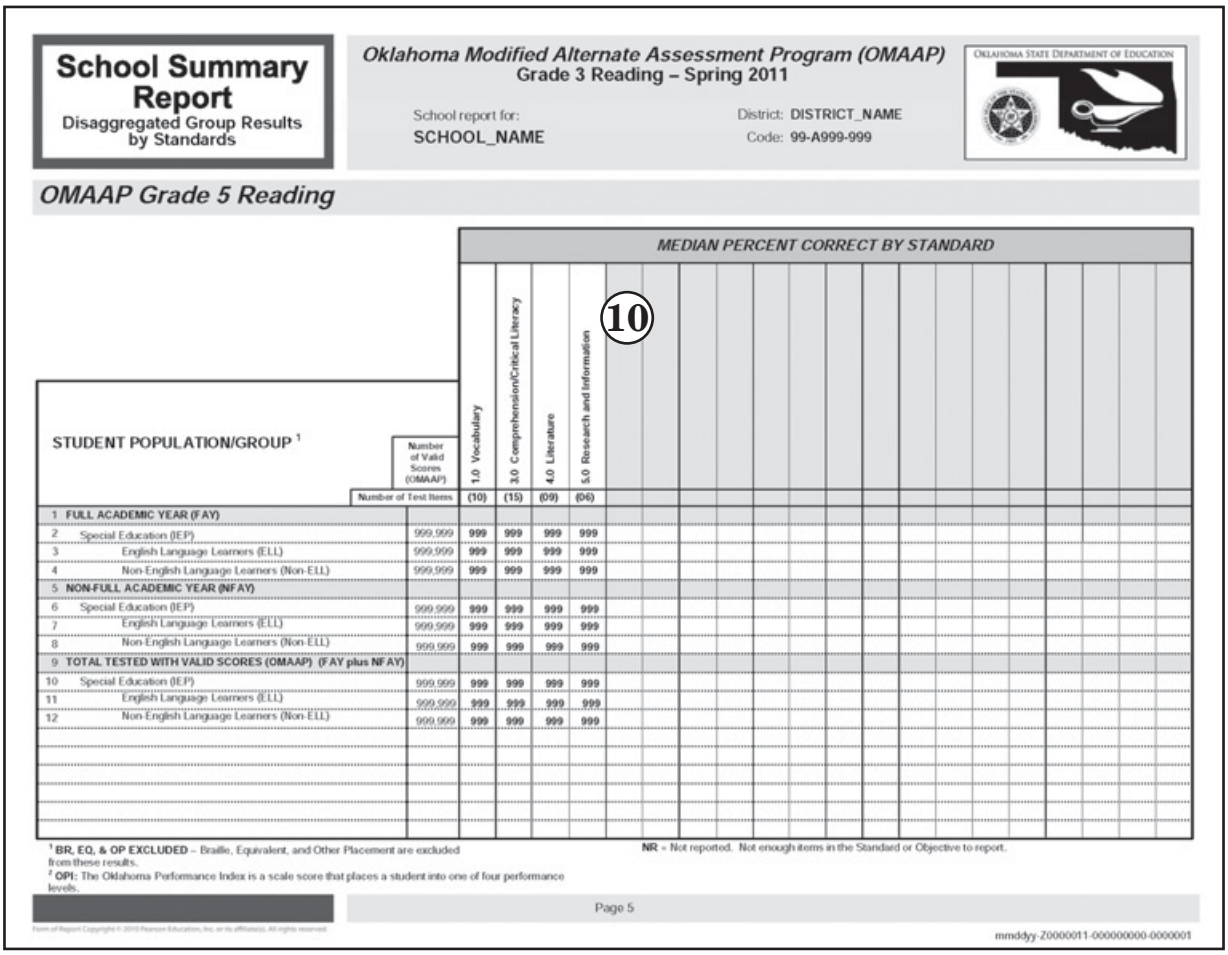
Summary Report–Disaggregated Group Results by Standards

This page of the Summary Report shows the performance of each student group of all students tested in each content area.

10 The first column of this page shows Full Academic Year (FAY), Non-Full Academic Year (NFAY), and Total Tested testers populations broken down by IEP, IEP ELL, and IEP Non-ELL. The remaining columns provide the number of valid scores and the median percent correct by *PASS* standard for each of the student population/groups. The bottom of the report provides explanations of the abbreviated codes and notes that Braille, Equivalent, 2nd Time Testers (EOI only), and Other Placement are excluded from the summary results.



School Summary Report
Disaggregated Group Results by Standards

Oklahoma Modified Alternate Assessment Program (OMAAP)
Grade 3 Reading – Spring 2011

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OMAAP Grade 5 Reading

MEDIAN PERCENT CORRECT BY STANDARD

10

STUDENT POPULATION/GROUP [1]	Number of Valid Scores (OMAAP)	1.0 Vocabulary	3.0 Comprehension/Critical Literacy	4.0 Literature	5.0 Research and Information
Number of Test Items		(10)	(15)	(09)	(06)
1 FULL ACADEMIC YEAR (FAY)					
2 Special Education (IEP)	999,999	999	999	999	999
3 English Language Learners (ELL)	999,999	999	999	999	999
4 Non-English Language Learners (Non-ELL)	999,999	999	999	999	999
5 NON-FULL ACADEMIC YEAR (NFAY)					
6 Special Education (IEP)	999,999	999	999	999	999
7 English Language Learners (ELL)	999,999	999	999	999	999
8 Non-English Language Learners (Non-ELL)	999,999	999	999	999	999
9 TOTAL TESTED WITH VALID SCORES (OMAAP) (FAY plus NFAY)					
10 Special Education (IEP)	999,999	999	999	999	999
11 English Language Learners (ELL)	999,999	999	999	999	999
12 Non-English Language Learners (Non-ELL)	999,999	999	999	999	999

[1] **BR, EQ, & OP EXCLUDED** – Braille, Equivalent, 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.

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

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Grades 3–8 Test Content and Performance Descriptors

This section provides the following information about each subject test in the Oklahoma Modified Alternate Assessment Program for 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 levels as defined by OPI score ranges.
- ❑ 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, 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 *OMAAP Components and Concepts* for an explanation of these terms.

Grade 3 Oklahoma Modified Alternate Assessment Program Tests — Mathematics and Reading

Students in Grade 3 were tested in Mathematics and Reading. The Grade 3 OMAAP in Mathematics and Reading are criterion-referenced tests, which compare a student's performance with the modified 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 area. In Mathematics and Reading, a student's test performance is reported according to one of four Performance levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

Grade 3 Mathematics

The Grade 3 OMAAP test in Mathematics consists entirely of multiple-choice items. 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 will aid 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 Grade 3 OMAAP test in Mathematics. The overall distribution of operational items in a test form is shown in the following table.

Grade 3 Mathematics Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	**6–7**	**14%–16%**	**7**
Algebra Patterns (1.1)	1–3		3
Equations (1.2)	1–3		2
Number Properties (1.3)	1–3		2
Number Sense and Operation	**15-16**	**35%–37%**	**16**
Number Sense (2.1)	7-8		8
Number Operations (2.2)	7-8		8
Geometry	**6-7**	**14%–16%**	**6**
Properties of Shapes (3.1)	1-3		2
Spatial Reasoning (3.2)	1-3		2
Coordinate Geometry (3.3)	1-3		2
Measurement	**7-8**	**16%–19%**	**8**
Measurement (4.1)	2-4		4
Time and Temperature (4.2)	1-3		3
Money (4.3)	1-3		1
Data Analysis	**6-7**	**14%–16%**	**6**
Data Analysis (5.1)	2-4		4
Probability (5.2)	2–4		2
Total Test	**40–43[2]**	***100%***	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 3 Mathematics

Students received an OPI score based on their performance on the Grade 3 OMAAP in Mathematics. 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
277–350	Advanced
250–276	Satisfactory
233–249	Limited Knowledge
100–232	Unsatisfactory

Grade 3 Mathematics—Performance Level Short Descriptors

Advanced: Students consistently demonstrate an understanding of the knowledge and skills expected of students at this grade. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Satisfactory level typically will:

- ❑ Describe, create, extend, and predict patterns.
- ❑ Find unknowns in simple arithmetic problems.
- ❑ Recognize and apply the commutative and identity properties of multiplication.
- ❑ Model the concept of place value.
- ❑ Read, model, compare, and write whole numbers.
- ❑ Create and compare models of fractions.
- ❑ Estimate and find the sum or difference using a variety of strategies.
- ❑ Find the product of multiplication problems.
- ❑ Demonstrate fluency with basic multiplication facts.
- ❑ Estimate the product numbers by rounding to the nearest multiple of 10.
- ❑ Identify and compare attributes of 2- and 3-dimensional shapes and develop vocabulary to describe the attributes.
- ❑ Analyze the effects of combining and subdividing 2- and 3-dimensional figures.
- ❑ Make and use coordinate system.
- ❑ Choose an appropriate measurement instrument and measure the length and weight of objects.
- ❑ Develop and use the concept of perimeter.
- ❑ Tell time on a digital and analog clock and solve simple addition problems with time.

- ❑ Read a thermometer and solve for temperature change.
- ❑ Determine the correct amount of change when a purchase is made with a five dollar bill.
- ❑ Read graphs and charts; identify the main idea, draw conclusions, make predictions.

Limited Knowledge: Students demonstrate a partial understanding of the mathematics knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills at the Satisfacory level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

Grade 3 Reading

The Grade 3 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables. 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.

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 will aid 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 Grade 3 OMAAP test in Reading. The overall distribution of operational items in a test form is shown in the following table.

Grade 3 Reading Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Vocabulary (2.0)	**9–11**	**21%–26%**	**10**
Words in Context (2.1)	2–4		4
Affixes (2.2)	2–4		2
Synonyms, Antonyms, and Homonyms/Homophones (2.3)	2-4		3
Using Resource Materials (2.4)	1–3		1
Comprehension/Critical Literacy (4.0)	**18–20**	**42%–47%**	**19**
Literal Understanding (4.1)	4–6		6
Inferences and Interpretation (4.2)	4–6		5
Summary and Generalization (4.3)	4–6		5
Analysis and Evaluation (4.4)	2–4		3
Literature (5.0)	**6–7**	**14%–16%**	**7**
Literary Elements (5.2) & Figurative Language/Sound Devices (5.3)	6-7		7
Research and Information (6.0)	**6-7**	**14%–16%**	**7**
Accessing Information (6.1)	6-7		7
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 3 Reading

Students received an OPI score based on their performance on the Grade 3 OMAAP in Reading. 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
269–350	Advanced
250–268	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

Grade 3 Reading—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Identify new words and multiple meanings of words using structural analysis in combination with context clues and introductory resources with guidance, such as boldface text, underlining, etc.
- ❑ Identify the major elements of story structure, such as plot, setting, and characters, and be able to make logical predictions based on text information.
- ❑ Determine the main idea and important details.
- ❑ Make obvious inferences, organize, and draw conclusions.
- ❑ Identify fact and opinion statements in various texts.
- ❑ Identify summaries.
- ❑ Answer literal questions about the reading selection.
- ❑ Identify character traits.
- ❑ Use functional print information resources such as dictionaries, charts, and diagrams.
- ❑ Alphabetize to the first or second letter.
- ❑ Use guidewords to locate information.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

Grade 4 Oklahoma Modified Alternate Assessment Program Tests—Mathematics and Reading

The students in Grade 4 were tested in Mathematics and Reading. The Grade 4 OMAAP 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 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, Satisfactory, Limited Knowledge, and Unsatisfactory.

Grade 4 Mathematics

The Grade 4 OMAAP test in Mathematics consists entirely of multiple-choice items. 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 will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards, 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 Grade 4 OMAAP test in Mathematics. The overall distribution of operational items in a test form is shown in the following table.

Grade 4 Mathematics Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	**6-7**	**14%–16%**	**7**
Algebra Patterns (1.1)	1-3		3
Equations (1.2)	1-3		2
Number Properties (1.3)	1-3		2
Number Sense and Operations	**14-15**	**33%–35%**	**15**
Number Sense (2.1)	6-7		8
Number Operations (2.2)	7-8		7
Geometry	**7-8**	**16%–19%**	**7**
Lines (3.1)	1-2		2
Angles (3.2)	1-2		2
Polygons (3.3)	1-2		0
Transformations (3.4)	1-2		3
Measurement	**7-8**	**16%–19%**	**8**
Measurement (4.1)	2–4		4
Time and Temperature (4.2)	1-3		3
Money (4.3)	1-3		1
Data Analysis	**6-7**	**14%–16%**	**6**
Data Analysis (5.1)	1-3		3
Probability (5.2)	1-3		1
Central Tendency (5.3)	1-3		2
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 4 Mathematics

Students received an OPI score based on their performance on the Grade 4 OMAAP in Mathematics. 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
277–350	Advanced
250–276	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

Grade 4 Mathematics—Performance Level Short Descriptors

Advanced: Students consistently demonstrate an understanding of the knowledge and skills expected of students at this grade. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory level, students scoring at the Advanced level typically: use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Satisfactory level typically will:

- ❑ Discover, describe, extend, and create a wide variety of patterns.
- ❑ Find variables in simple arithmetic problems by solving open sentences (equations) and other problems.
- ❑ Recognize and apply the associative property of multiplication.
- ❑ Apply the concept of place value to whole numbers.
- ❑ Model, read, write, and rename decimal numbers.
- ❑ Compare and order whole numbers and decimals.
- ❑ Place fractions, decimals, and percents on a number line.
- ❑ Compare, add, or subtract fractional parts.
- ❑ Estimate and find products.
- ❑ Demonstrate fluency with basic division facts and the associated multiplication facts.
- ❑ Estimate and find quotients to solve application problems.
- ❑ Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.
- ❑ Identify and compare angles equal to, less than, or greater than 90 degrees.
- ❑ Identify, draw, and construct models of regular and irregular polygons.

- ❑ Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate).
- ❑ Establish benchmarks for metric units and estimate the measures of a variety of objects.
- ❑ Select appropriate customary and metric units of measure and measurement instruments.
- ❑ Develop and use the concept of area to solve problems.
- ❑ Solve elapsed time problems.
- ❑ Read thermometers using different intervals and solve for temperature change.
- ❑ Determine the correct amount of change when a purchase is made with a twenty bill.
- ❑ Read and interpret data displays and use the observations to pose and answer questions.
- ❑ Predict the probability of outcomes of simple experiments.
- ❑ Determine the median (middle) and the mode (most often) of a set of data.

Limited Knowledge: Students demonstrate a partial understanding of the mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Limited Knowledge level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills at the Satisfactory level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

Grade 4 Reading

The Grade 4 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres. 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. 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.

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 will aid 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 Grade 4 OMAAP test in Reading. The overall distribution of operational items in a test form is shown in the following table.

Grade 4 Reading Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Vocabulary (1.0)	**9–11**	**21%–26%**	**9**
Words in Context (1.1)	2–4		4
Affixes, Roots, and Derivatives (1.2)	2–4		3
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	2–4		2
Comprehension/Critical Literacy (3.0)	**17–19**	**40%–44%**	**19**
Literal Understanding (3.1)	3–5		4
Inferences and Interpretation (3.2)	3–5		7
Summary and Generalization (3.3)	3–5		4
Analysis and Evaluation (3.4)	3–5		4
Literature (4.0)	**6–8**	**14%–19%**	**8**
Literary Elements (4.2)	2–4		5
Figurative Language and Sound Devices (4.3)	2–4		3
Research and Information (5.0)	**6-7**	**14%–16%**	**7**
Accessing Information (5.1)	6-7		7
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 4 Reading

Students received an OPI score based on their performance on the Grade 4 OMAAP in Reading. 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
266–350	Advanced
250–265	Satisfactory
237–249	Limited Knowledge
100–236	Unsatisfactory

Grade 4 Reading—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Identify new words using structural analysis in combination with context clues.
- ❑ Identify synonyms, antonyms, and homonyms.
- ❑ Identify the major elements of story structure, such as plot, setting, and characters, and be able to make logical predictions based on text information.
- ❑ Identify character traits.
- ❑ Recognize and interpret cause and effect, sequence, and compare/contrast.
- ❑ Recognize the main ideas, key concepts, and key actions in text.
- ❑ Make inferences, draw conclusions, and make generalizations but not in a complex way.
- ❑ Recognize simple figurative language in poetry and descriptive passages.
- ❑ Distinguish among facts, opinions, and supported inferences in a variety of texts.
- ❑ Determine the purposes of different types of texts.
- ❑ Identify similarities and differences in text and summarize events.
- ❑ Use functional print information resources such as dictionaries, charts, and diagrams.
- ❑ Answer literal questions about the reading selection.
- ❑ Identify characteristics of a variety of genres.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

Grade 5 Oklahoma Modified Alternate Assessment Program Tests—Mathematics, Reading, and Science

The students in Grade 5 were tested in Mathematics, Reading, and Science. The Grade 5 OMAAP in Mathematics, Reading, and Science 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 overall measure of achievement within a given subject area. In Mathematics, Reading, and Science, a student's test performance is reported according to one of four performance levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

Grade 5 Mathematics

The Grade 5 OMAAP test in Mathematics consists entirely of multiple-choice items. 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 will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards, 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 Grade 5 OMAAP test in Mathematics. The overall distribution of operational items in a test form is shown in the following table.

Grade 5 Mathematics Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	**10-11**	**23%–26%**	**11**
Algebra Patterns (1.1)	3-5		3
Equations (1.2)	2-4		4
Number Properties (1.3)	2-4		4
Number Sense and Operation	**12-13**	**28%–30%**	**13**
Number Sense (2.1)	5-7		6
Number Operations (2.2)	5-7		7
Geometry	**6-7**	**14%–16%**	**6**
Circles and Polygons (3.1)	3-4		3
Angles (3.2)	2-3		3
Measurement	**6-7**	**14%–16%**	**6**
Measurement (4.1)	3-4		4
Money (4.2)	2-3		2
Data Analysis	**6-7**	**14%–16%**	**7**
Data Analysis (5.1)	1-3		2
Probability (5.2)	1-3		3
Central Tendency (5.3)	1-3		2
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 5 Mathematics

Students received an OPI score based on their performance on the Grade 5 OMAAP in Mathematics. 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
271–350	Advanced
250–270	Satisfactory
240–249	Limited Knowledge
100–239	Unsatisfactory

Grade 5 Mathematics—Performance Level Short Descriptors

Advanced: Students consistently demonstrate an understanding of the knowledge and skills expected of students at this grade. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Satisfactory level typically will:

- ❑ Apply basic properties of arithmetic and simulate and describes algebraic problem-solving techniques.
- ❑ Apply the concept of place value of whole numbers.
- ❑ Compare and convert fractions and decimals.
- ❑ Identify and compare integers.
- ❑ Estimate, add, or subtract decimal numbers to solve problems.
- ❑ Estimate, add, or subtract fractions to solve problems.
- ❑ Estimate and find the quotient to solve problems.
- ❑ Identify, describe, and compare the basic characteristics of figures.
- ❑ Classify angles.
- ❑ Compare, estimate, and determine the measurement of angles.
- ❑ Find the perimeter and area of rectangles.
- ❑ Convert basic measurements of volume, weight, and distance.
- ❑ Solve a variety of problems involving money.
- ❑ Compare and translate data displays and justify the selection of the type of table or graph.
- ❑ Determine the probability of events and express probabilities as fractions.
- ❑ Use the fundamental counting principle to determine the number of possible combinations.
- ❑ Determine the range (spread), mode (most often), and median (middle) of a set of data.

Limited Knowledge: Students demonstrate partial mastery of the mathematics knowledge, processes, and skills expected of students at this grade. Students scoring at the Limited Knowledge level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills at the Satisfactory level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

Grade 5 Reading

The Grade 5 OMAAP test in Reading consists of multiple-choice items taken from passages from various genres. 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.

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 will aid 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 Grade 5 OMAAP test in Reading. The overall distribution of operational items in a test form is shown in the following table.

Grade 5 Reading Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Vocabulary (1.0)	**9–11**	**21–26%**	**10**
Words in Context (1.1)	2–4		4
Affixes, Roots, and Stems (1.2)	2–4		3
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	2–4		3
Comprehension/Critical Literacy (3.0)	**15–17**	**35–40%**	**16**
Literal Understanding (3.1)	3–5		5
Inferences and Interpretation (3.2)	3–5		3
Summary and Generalization (3.3)	3–5		4
Analysis and Evaluation (3.4)	3–5		4
Literature (4.0)	**9–11**	**21–26%**	**10**
Literary Genres (4.1)	2–4		4
Literary Elements (4.2)	2–4		4
Figurative Language and Sound Devices (4.3)	2–4		2
Research and Information (5.0)	**6-7**	**14–16%**	**7**
Accessing Information (5.1)	2–4		3
Interpreting Information (5.2)	2–4		4
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 5 Reading

Students received an OPI score based on their performance on the Grade 5 OMAAP in Reading. 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
269–350	Advanced
250–268	Satisfactory
231–249	Limited Knowledge
100–230	Unsatisfactory

Grade 5 Reading—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to interpret text, regularly demonstrate a thorough understanding of literary forms when using regular and modified text, and consistently apply different strategies for accessing and summarizing information.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Identify new words using structural analysis and context clues.
- ❑ Identify major elements of story structure.
- ❑ Recognize and interpret relationships in narrative and expository text.
- ❑ Identify key concepts/main ideas and important details.
- ❑ Make inferences and draw conclusions/generalizations.
- ❑ Identify figurative language and characteristics of poetry.
- ❑ Recognize characteristics of a variety of genres.
- ❑ Distinguish among facts, opinions, and supported inferences in expository text.
- ❑ Identify the author's purpose.
- ❑ Demonstrate use of functional print, charts, diagrams, and informational resources.
- ❑ Identify similarities and differences in text and summarize events.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

Grade 5 Science

The Grade 5 OMAAP test in Science consists entirely of multiple-choice items. 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 will aid 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* process standard and objective is represented on the Grade 5 OMAAP test in Science. The overall distribution of operational items in a test form is intended to look as follows:

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

PASS Process Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Observe and Measure (P1.0)	**8–10**	**19–23%**	**9**
SI Metric (P1.1)	3–5		4
Similar/different characteristics (P1.2)	3–5		5
Classify (P2.0)	**8–10**	**19–23%**	**10**
Observable properties (P2.1)	3–5		5
Serial order (P2.2)	3–5		5
Experiment (P3.0)	**9–11**	**21–26%**	**10**
Experimental design (P3.2)	5–7		7
Hazards/practice safety (P3.4)	3–5		3
Interpret and Communicate (P4.0)	**12–14**	**28–33%**	**14**
Data tables/line/bar/trend and circle graphs (P4.2)	4–6		5
Prediction based on data (P4.3)	3–5		5
Explanations based on data (P4.4)	3–5		4
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

The test blueprint reflects the degree to which each *PASS* content standard and objective is represented on the Grade 5 OMAAP test in Science. The overall distribution of operational items in a test form is intended to look as follows:

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

PASS Content Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Properties of Matter and Energy (1.0)	**15–17**	**35–40%**	**17**
Matter has physical properties (1.1)	4–6		5
Physical properties can be measured (1.2)	4–6		6
Energy can be transferred (1.3)	4–6		6
Organisms and Environments (2.0)	**10–12**	**23–28%**	**12**
Dependence upon community (2.1)	4–6		6
Individual organism and species survival (2.2)	4–6		6
Structures of the Earth and the Solar System (3.0)	**9–11**	**21–26%**	**11**
Weather patterns (3.2)	4–6		6
Earth as a planet (3.3)	4–6		5
Total Test	**37–40[2]***	**93%****	**40**

* Three or four out of the 43 total items assess the "Safety" process standard, for which there is no corresponding content standard.

** The approximate percentages 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.

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.

[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 5 Science

Students received an OPI score based on their performance on the Grade 5 OMAAP in Science. 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
277–350	Advanced
250–276	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

Grade 5 Science—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and practicing safety) as related to the physical, life, and earth/space sciences. The students regularly demonstrate a working knowledge and understanding of the science processes and consistently apply many different strategies for identifying, organizing, and comparing scientific data.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. Students performing at this level also demonstrate the ability to apply their understanding to practical situations at a level appropriate for this grade. 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 nonliving world using Système International units of measurement.
- ❑ Identify observable properties to classify objects, organisms, and events.
- ❑ Arrange the steps of a scientific problem in an appropriate order.
- ❑ Recognize line graphs, bar graphs, and simple circle graphs, and use data to make predictions.
- ❑ Communicate the results of a scientific investigation.
- ❑ Practice safety and recognize potential hazards in all science investigations.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment 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 for this grade. These students are partially able to recognize and explain experimental procedures.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level 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 for this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive science instruction.

Grade 6 Oklahoma Modified Alternate Assessment Program Tests—Mathematics and Reading

This year students in Grade 6 were tested in Mathematics and Reading. The Grade 6 OMAAP 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, Satisfactory, Limited Knowledge, and Unsatisfactory.

Grade 6 Mathematics

The Grade 6 OMAAP test in Mathematics consists entirely of multiple-choice items. 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 will aid 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 Grade 6 OMAAP test in Mathematics. The overall distribution of operational items in a test form is shown in the following table.

Grade 6 Mathematics Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	**10–11**	**23%–26%**	**11**
Algebra Patterns (1.1)	2–3		3
Expressions and Equations (1.2)	2–3		2
Number Properties (1.3)	2–3		3
Solving Equations (1.4)	2–3		3
Number Sense and Operation	**12–13**	**28%–30%**	**13**
Number Sense (2.1)	3–5		4
Number Operations (2.2)	7–9		9
Geometry	**6-7**	**14%–16%**	**6**
Three Dimensional Figures (3.1)	1–3		1
Congruent and Similar Figures (3.2)	1-3		3
Coordinate Geometry (3.3)	1-3		2
Measurement	**6–7**	**14%–16%**	**6**
Circles (4.1)	3-4		3
Conversions (4.2)	2-3		3
Data Analysis	**6–7**	**14%–16%**	**7**
Data Analysis (5.1)	1–3		3
Probability (5.2)	1-3		1
Central Tendency (5.3)	1-3		3
Total Test	**40[o]–43[2]**	***100%***	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 6 Mathematics

Students received an OPI score based on their performance on the Grade 6 OMAAP in Mathematics. 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
272–350	Advanced
250–271	Satisfactory
237–249	Limited Knowledge
100–236	Unsatisfactory

Grade 6 Mathematics—Performance Level Short Descriptors

Advanced: Students consistently demonstrate an understanding of the knowledge and skills expected of students at this grade. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students demonstrate a general understanding of the mathematics knowledge skills and processes expected of students at this grade. Students scoring at the Satisfactory level typically will:

- ❑ Generalize and extend patterns and functions.
- ❑ Write algebraic expressions and simple equations.
- ❑ Use substitution to simplify and evaluate algebraic expressions.
- ❑ Solve one-step equations.
- ❑ Convert, compare, and order decimals, fractions, and percents.
- ❑ Multiply and divide fractions.
- ❑ Multiply and divide decimals.
- ❑ Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents.
- ❑ Use the basic operations on integers to solve problems.
- ❑ 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.
- ❑ Identify the characteristics of the coordinate system and locate points and describe shapes drawn in all four quadrants.
- ❑ Use formulas to find the circumference and area of circles in terms of pi.
- ❑ Convert, add, or subtract measurements within the same system to solve problems.
- ❑ Organize, construct displays, and interpret data to solve problems.
- ❑ Use the fundamental counting principle 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 mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Limited Knowledge level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills at the Satisfactory level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

Grade 6 Reading

The Grade 6 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres. 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.

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 will aid 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 Grade 6 OMAAP test in Reading. The overall distribution of operational items in a test form is shown in the following table.

Grade 6 Reading Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Vocabulary (1.0)	**6–7**	**14–16%**	**7**
Words in Context (1.1)	4–5		4
Word Origins (1.2)	2–3		3
Comprehension/Critical Literacy (3.0)	**15–17**	**35–40%**	**17**
Literal Understanding (3.1)	4–5		5
Inferences and Interpretation (3.2)	3–4		4
Summary and Generalization (3.3)	3–4		4
Analysis and Evaluation (3.4)	3–4		4
Literature (4.0)	**10–12**	**23–28%**	**12**
Literary Genres (4.1)	3		5
Literary Elements (4.2)	3–4		4
Figurative Language and Sound Devices (4.3)	3–4		3
Research and Information (5.0)	**6–7**	**14–16%**	**7**
Accessing Information (5.1)	3–5		4
Interpreting Information (5.2)	2–4		3
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 6 Reading

Students received an OPI score based on their performance on the Grade 6 OMAAP in Reading. 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
261–350	Advanced
250–260	Satisfactory
229–249	Limited Knowledge
100–228	Unsatisfactory

Grade 6 Reading—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to understand text; regularly demonstrate a thorough knowledge of literary forms when using regular or modified text; and consistently apply strategies for accessing, organizing, and summarizing information.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Determine stated and implied word meaning using various strategies.
- ❑ Recognize main idea and supporting details.
- ❑ Use text structure to locate information.
- ❑ Make inferences, generalizations, and predictions, and draw conclusions from various types of literature.
- ❑ Summarize information from text.
- ❑ Distinguish among facts, opinions, and supported inferences in a variety of texts.
- ❑ Identify figurative language, literary elements, and sound devices in various genres.
- ❑ Determine the author's purpose.
- ❑ Access information from a variety of sources.
- ❑ Use timelines, outlines, and graphic organizers to identify ideas within text.
- ❑ Recognize structural patterns in literature.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

Grade 7 Oklahoma Modified Alternate Assessment Program Tests—Mathematics and Reading

This year students in Grade 7 were tested in Mathematics and Reading. The Grade 7 OMAAP consists of criterion-referenced tests that 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, Satisfactory, Limited Knowledge, and Unsatisfactory.

Grade 7 Mathematics

The Grade 7 OMAAP test in Mathematics consists entirely of multiple-choice items. 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 will aid 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 Grade 7 OMAAP test in Mathematics. The overall distribution of operational items in a test form is shown in the following table.

Grade 7 Mathematics Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	**12–13**	**28%–30%**	**12**
Linear Relationships (1.1)	3-5		4
Solving Equations (1.2)	3–5		4
Solving and Graphing Inequalities (1.3)	3–5		4
Number Sense and Operation	**8–9**	**19%–21%**	**9**
Number Sense (2.1)	4-5		4
Number Operations (2.2)	4-5		5
Geometry	**6–7**	**14%–16%**	**7**
Classifying Figures (3.1)	2-3		3
Lines and Angles (3.2)	2-3		2
Transformations (3.3)	2-3		2
Measurement	**7–8**	**16%–19%**	**8**
Perimeter and Area (4.1)	3-4		3
Circles (4.2)	1-3		2
Composite Figures (4.3)	1-3		3
Data Analysis	**6–7**	**14%–16%**	**7**
Data Analysis (5.1)	1-3		2
Probability (5.2)	1-3		3
Central Tendency (5.3)	1–3		2
Total Test	**40–43[2]**	***100%***	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 7 Mathematics

Students received an OPI score based on their performance on the Grade 7 OMAAP in Mathematics. 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
265–350	Advanced
250–264	Satisfactory
232–249	Limited Knowledge
100–231	Unsatisfactory

Grade 7 Mathematics—Performance Level Short Descriptors

Advanced: Students consistently demonstrate an understanding of the knowledge and skills expected of students at this grade. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Satisfactory level typically will:

- ❑ Identify, describe, and analyze functional relationships between two variables.
- ❑ Write and solve two-step equations with one variable.
- ❑ Model, write, solve, and graph one-step linear inequalities with one variable.
- ❑ Compare and order 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.
- ❑ Solve percent application problems.
- ❑ Simplify numerical expressions with integers, exponents, and parentheses using order of operations.
- ❑ Classify regular and irregular geometric figures.
- ❑ Identify and analyze the angle relationships formed by parallel lines cut by a transversal.
- ❑ Construct geometric figures and identify geometric transformations.
- ❑ Develop and apply the formulas for perimeter and area to solve problems.
- ❑ Apply the formulas for the circumference and area of a circle to solve 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 a partial understanding of the mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Limited Knowledge level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills at the Satisfactory level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students do not demonstrate at least a Limited Knowledge of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

Grade 7 Reading

The Grade 7 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres. 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.

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 will aid 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 Grade 7 OMAAP test in Reading. The overall distribution of operational items in a test form is shown in the following table.

Grade 7 Reading Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Vocabulary (1.0)	**6–8**	**14–19%**	**8**
Words in Context (1.1)	2–3		3
Word Origins (1.2)	1–2		2
Idioms and Comparisons (1.3)	2–3		3
Comprehension (3.0)	**15–17**	**35–40%**	**17**
Literal Understanding (3.1)	3–4		4
Inference and Interpretation (3.2)	4–6		4
Summary and Generalization (3.3)	4–6		5
Analysis and Evaluation (3.4)	3–4		4
Literature (4.0)	**9–11**	**21–26%**	**11**
Literary Genres (4.1)	3–4		4
Literary Elements (4.2)	3–4		4
Figurative Language and Sound Devices (4.3)	2–3		3
Research and Information (5.0)	**6–7**	**14–16%**	**7**
Accessing Information (5.1)	3–5		4
Interpreting Information (5.2)	2–4		3
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.

[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 7 Reading

Students received an OPI score based on their performance on the Grade 7 OMAAP in Reading. 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
271–350	Advanced
250–270	Satisfactory
229–249	Limited Knowledge
100–228	Unsatisfactory

Grade 7 Reading—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to understand text; regularly demonstrate a thorough knowledge of literary forms when using regular or modified text; and consistently apply strategies for accessing, summarizing, and interpreting information.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Determine literal and nonliteral word meanings in context, using a wide variety of strategies.
- ❑ Identify and explain comparisons such as analogies, metaphors, and similes to infer meanings of words and phrases.
- ❑ Determine author's purpose.
- ❑ Recognize and understand transition words in text.
- ❑ Demonstrate literal understanding of a variety of texts.
- ❑ Identify main idea and supporting details.
- ❑ Demonstrate comprehension by inferring, summarizing, and predicting in a variety of texts.
- ❑ Distinguish facts and opinions in text.
- ❑ Identify and explain figurative language, sound devices, and literary elements.
- ❑ Identify characteristics of genres and subgenres.
- ❑ Use appropriate strategies to organize, summarize, and interpret information.
- ❑ Identify elements of fiction and nonfiction.
- ❑ Select the best source for a given purpose.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

Grade 8 Oklahoma Modified Alternate Assessment Program Tests—Mathematics, Reading, and Science

This year students in Grade 8 were tested in Mathematics, Reading, and Science. The Grade 8 OMAAP 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 Science, a student's test performance is reported according to one of four performance levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

Grade 8 Mathematics

The Grade 8 OMAAP test in Mathematics consists entirely of multiple-choice items. 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 will aid 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 Grade 8 OMAAP test in Mathematics. The overall distribution of operational items in a test form is shown in the following table.

Grade 8 Mathematics Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Algebraic Reasoning: Patterns and Relationships	**13–14**	**30%–33%**	**14**
Equations (1.1)	8–9		9
Inequalities (1.2)	4-5		5
Number Sense and Operation	**8-9**	**19%–21%**	**9**
Number Sense (2.1)	2-3		3
Number Operations (2.2)	5-6		6
Geometry	**7–8**	**16%–19%**	**7**
Three Dimensional Figures (3.1)	4-5		4
Pythagorean Theorem (3.2)	2-3		3
Measurement	**6–7**	**14%–16%**	**6**
Surface Area and Volume (4.1)	1-3		2
Ratio and Proportions (4.2)	1-3		3
Composite Figures (4.3)	1-3		1
Data Analysis	**6–7**	**14%–16%**	**7**
Data Analysis (5.1)	2–4		4
Central Tendency (5.3)	2–4		3
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.

[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 8 Mathematics

Students received an OPI score based on their performance on the Grade 8 OMAAP in Mathematics. 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
271–350	Advanced
250–270	Satisfactory
235–249	Limited Knowledge
100–234	Unsatisfactory

Grade 8 Mathematics—Performance Level Short Descriptors

Advanced: Students demonstrate an understanding of the knowledge and skills expected of students at this grade. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning , connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of students at this grade. Students scoring at the Satisfactory level typically will:

- ❑ Model, write, and solve multi-step linear equations with one variable to solve application problems.
- ❑ Graph and interpret the solution to one- and two-step linear equations with one or two variables.
- ❑ Predict the effect on the graph of a linear equation when the slope or *y*-intercept changes.
- ❑ Apply appropriate formulas to solve problems.
- ❑ 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.
- ❑ Solve problems using scientific notation.
- ❑ Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.
- ❑ Construct models, sketch (from different perspectives), and classify solid figures.
- ❑ Develop and apply the Pythagorean Theorem.
- ❑ Develop and apply formulas to find surface area and volume.
- ❑ Apply knowledge of ratio and proportion to solve relationships between similar geometric figures.
- ❑ Find the area of a "region of a region" for simple composite figures and the area of cross sections of regular geometric solids.
- ❑ Select, analyze and apply data displays in appropriate formats to draw conclusions and solve problems.
- ❑ Find the measures of central tendency 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 understanding of the mathematics knowledge, processes, and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical skills at the Satisfactory level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

Grade 8 Reading

The Grade 8 OMAAP test in Reading consists of multiple-choice test items from passages of various genres. 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.

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 will aid 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 Grade 8 OMAAP test in Reading. The overall distribution of operational items in a test form is shown in the following table.

Grade 8 Reading Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Vocabulary (1.0)	**6–7**	**14%–16%**	**6**
Words in Context (1.1)	2–3		2
Word Origins (1.2)	0–1		1
Idioms and Comparisons (1.3)	2–3		3
Comprehension (3.0)	**16–18**	**37%–42%**	**17**
Literal Understanding (3.1)	3–4		4
Inferences and Interpretation (3.2)	4–5		5
Summary and Generalization (3.3)	4–5		4
Analysis and Evaluation (3.4)	4–5		4
Literature (4.0)	**11–13**	**26%–30%**	**13**
Literary Genres (4.1)	3–4		4
Literary Elements (4.2)	5–6		5
Figurative Language and Sound Devices (4.3)	3–4		4
Research and Information (5.0)	**6–7**	**14%–16%**	**7**
Accessing Information (5.1)	3–4		4
Interpreting Information (5.2)	3–4		3
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.

[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 8 Reading

Students received an OPI score based on their performance on the Grade 8 OMAAP in Reading. 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
276–350	Advanced
250–275	Satisfactory
236–249	Limited Knowledge
100–235	Unsatisfactory

Grade 8 Reading—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to understand text; regularly demonstrate a thorough knowledge of literary forms when using regular or modified text; and consistently apply strategies for accessing, summarizing, and paraphrasing information.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Determine literal and nonliteral word meanings using a variety of strategies.
- ❑ Recognize the characteristics of both literary and informational texts.
- ❑ Identify main idea and recognize the relevance of details.
- ❑ Identify and explain figurative language and elements of poetry.
- ❑ Make inferences and predictions, draw conclusions, and paraphrase ideas in a variety of texts.
- ❑ Identify point of view.
- ❑ Determine author's purpose.
- ❑ Distinguish stated fact and opinion.
- ❑ Use appropriate strategies to organize and summarize information.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

Grade 8 Science

The Grade 8 OMAAP test in Science consists entirely of multiple-choice items. 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 will aid 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* process standard and objective is represented on the Grade 8 OMAAP test in Science. The overall distribution of operational items in a test form is intended to look as follows:

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

PASS Process Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Observe and Measure (P1.0)	**6–8**	**14%–19%**	**7**
Qualitative/quantitative observations/changes (P1.1)	3–5		4
SI (metrics) units/appropriate tools (P1.2 and P1.3)	3–5		3
Classify (P2.0)	**6–8**	**14%–19%**	**8**
Classification system (P2.1)	3–5		5
Properties ordered (P2.2)	3–5		3
Experiment (P3.0)	**13–15**	**30%–35%**	**15**
Experimental design (P3.2)	4–6		6
Identify variables (P3.3)	4–6		5
Hazards/practice safety (P3.6)	3–5		4
Interpret and Communicate (P4.0)	**11–13**	**26%–30%**	**13**
Data tables/line/bar/trend and circle graphs (P4.2)	6–8		8
Explanations/prediction (P4.3)	4–6		5
Total Test	**40–43[2]**	**100%**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

The test blueprint reflects the degree to which each *PASS* content standard and objective is represented on the Grade 8 OMAAP test in Science. The overall distribution of operational items in a test form is intended to look as follows:

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

PASS Content Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items
			Spring 2011
Properties and Chemical Changes in Matter (1.0)	**6–8**	**14%–19%**	**8**
Chemical reactions (1.1)	2–4		4
Conservation of matter (1.2)	2–4		4
Motion and Forces (2.0)	**6–8**	**14%–19%**	**8**
Motion of an object (2.1)	2–4		4
Object subjected to a force (2.2)	2–4		4
Diversity and Adaptations of Organisms (3.0)	**7–9**	**16%–21%**	**8**
Classification (3.1)	3–5		5
Internal and external structures (3.2)	2–4		3
Structures/Forces of the Earth/Solar System (4.0)	**6–8**	**14%–19%**	**8**
Landforms result from constructive and destructive forces (4.1)	2–4		4
Rock cycle (4.2)	2–4		4
Earth's History (5.0)	**6–8**	**14%–19%**	**7**
Catastrophic events (5.1)	2–4		3
Fossil evidence (5.2)	2–4		4
Total Test	**36–39[2]***	**90% ****	**39**

* Four out of 40 total items assess the "Safety" process standard, for which there is no corresponding content standard.

** The approximate percentages are based on the total number of items on the test matched to the content standards and do not include items added for safety.

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.

[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: Grade 8 Science

Students received an OPI score based on their performance on the Grade 8 OMAAP in Science. 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
288–350	Advanced
250–287	Satisfactory
241–249	Limited Knowledge
100–240	Unsatisfactory

Grade 8 Science—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and practicing safety) as related to the physical, life, and earth/space sciences. The students regularly demonstrate a working knowledge and understanding of the science processes and consistently apply many different strategies for identifying, organizing, comparing, and interpreting scientific data.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. Students performing at this level also demonstrate the ability to apply their understanding to practical situations at a level appropriate for this grade. 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 nonliving world using Système International units of measurement.
- ❑ Classify objects, organisms, and events.
- ❑ Arrange the steps of a scientific problem in an appropriate order and identify simple variables.
- ❑ Interpret line graphs, bar graphs, and circle graphs, and use data to develop reasonable explanations and predictions.
- ❑ Practice safety and recognize potential hazards in all science investigations.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment 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 for this grade. These students are partially able to interpret information, identify the design of simple investigations, and explain scientific processes and experimental procedures.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate even a Limited Knowledge level 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 for this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive science instruction.

End-of-Instruction Test Content and Performance Descriptors

This section provides the following information about each EOI subject test (Algebra I, English II, Biology I, and U.S. History) in the Oklahoma Modified Alternate Assessment Program:

- ❑ 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 levels as defined by OPI score ranges.
- ❑ 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, Satisfactory, Limited Knowledge, Unsatisfactory. These descriptors appear on several of the reports: Student Report, Student Roster by OPI Score, and Class Summary Report.

These tests are criterion-referenced, comparing 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. A student's test performance is reported according to one of four performance levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

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

End-of-Instruction Algebra I

The OMAAP Algebra I EOI test consists entirely of multiple-choice items. 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 will aid 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 Algebra I EOI OMAAP test. The overall distribution of operational items in a test form is intended to look as follows:

EOI Algebra I Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items	
			Winter 2010	Spring 2011
Number Sense and Algebraic Operations (1.0)	**10–12**	**23%–28%**	**11**	**12**
Equations and Formulas (1.1)	4–6		5	6
Expressions (1.2)	5–7		6	6
Relations and Functions (2.0)	**21–23**	**49%–53%**	**22**	**23**
Relations/Functions (2.1)	2–3		2	3
Linear Equations and Graphs (2.2)	12–14		13	13
Linear Inequalities and Graphs (2.3)	3–5		4	5
Systems of Equations (2.4)	2–3		3	2
Data Analysis, Probability, & Statistics (3.0)	**6–8**	**14%–19%**	**7**	**8**
Data Analysis (3.1)	4–6		5	6
Line of Best Fit (3.2)	1–3		2	2
Total Test	**40–43[2]**	**100%**	**40**	**43**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.

[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

• Student performance on the multiple-choice test will be reported at the standard level. 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.

Calculators are allowed for use by all students on the Algebra I EOI Assessment if the following requirements are met:

- ❑ Calculators may be scientific, elementary, or basic (four function) calculators.
- ❑ Calculators must be nongraphing and nonprogrammable.
- ❑ Calculators must not have an alpha-numeric keyboard.

Performance Levels: Algebra I EOI

Students received an OPI score based on their OMAAP performance on the Algebra I EOI. 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
269–350	Advanced
250–268	Satisfactory
237–249	Limited Knowledge
100–236	Unsatisfactory

EOI Algebra I—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at the End-of-Instruction in Algebra I, which includes objectives in the areas of number sense and algebraic operations, relations and functions, and data analysis and statistics. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of students at the End-of-Instruction in Algebra I. Students scoring at the Satisfactory level on the Oklahoma Modified Alternate Assessment typically will:

- ❑ Use formulas, laws of exponents, percents, probability, and measures of central tendency to solve one-step problems within an algebraic context.
- ❑ Simplify and evaluate linear expressions.
- ❑ Distinguish between linear and nonlinear data.
- ❑ Calculate the slope of a line.
- ❑ Identify the equation of a line.
- ❑ Solve linear equations and inequalities and match simple equations to a graph.

- ❑ Solve a system of linear equations by graphing.
- ❑ Translate from one representation of data to another and make valid inferences and predictions based on collected data without calculations.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the mathematics knowledge, skills, and processes expected of students at the End-of-Instruction in Algebra I. Students scoring at the Limited Knowledge level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at the End-of-Instruction in Algebra I. These students typically should be given additional comprehensive mathematics instruction.

End-of-Instruction English II

The OMAAP in English II EOI consists of one writing prompt and multiple-choice test items. Passages of various genres are represented. 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 under the Reading/Literature Strand. Students are also asked to respond to the writing prompt and to items representing the standards of Grammar/Usage and Mechanics under the Writing/Grammar/Usage and Mechanics Strand.

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 will aid 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 English II EOI OMAAP test. The overall distribution of operational items in a test form is shown in the following table.

EOI English II Test Blueprint: 2010–2011

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items	
			Winter 2010	Spring 2011
Vocabulary (1.0)	**6–7**	**13%-15%**	**4**	**6**
Comprehension (2.0)	**9–10**	**20%–22%**	**11**	**12**
Literal Understanding (2.1)	1–3		1	2
Inferences and Interpretation (2.2)	2–4		5	4
Summary and Generalization (2.3)	2–4		4	4
Analysis and Examination (2.4)	1–3		1	2
Literature (3.0)	**12–13**	**26%–28%**	**13**	**12**
Literary Genres (3.1)	2–3		3	2
Literary Elements (3.2)	3–5		4	5
Figurative Language and Sound Devices (3.3)	3–5		4	3
Literary Works (3.4)	2–3		2	2
Research and Information (4.0)	**6–7**	**13%–15%**	**4**	**6**
Accessing Information (4.1)	2–4		2	3
Interpreting Information (4.2)	2–4		2	3
Writing (1.0/2.0)	**1 (3 pts)**	**7%**	**1**	**1**
Writing Prompt	1		1	1
Grammar/Usage and Mechanics (3.0)	**7–8**	**15%–17%**	**8**	**7**
Standard English Usage (3.1)	2–3		2	3
Mechanics and Spelling (3.2)	2–3		3	2
Sentence Structure (3.3)	2–3		3	2
Total Test	**41–44[2] (43–46 pts)**	**100%**	**41**	**44**

Each item contributes one score point to the total test score, except for the writing prompt which contributes up to 3 score points. All the percentages in this chart are based on the maximum 46 score points.

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: English II EOI

Students received an OPI score based on their performance on the English II EOI OMAAP. 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
265–350	Advanced
250–264	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

EOI English II—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment typically demonstrate a thorough understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. In addition to demonstrating an understanding and application of knowledge and skills at the Satisfactory performance level, students scoring at the Advanced level typically are effective in understanding abstract text, demonstrating an understanding of a broad variety of literary forms, regularly applying research strategies for understanding factual information, demonstrating a thorough understanding of correct Standard English usage, demonstrating a consistent understanding of literary elements and techniques when using regular or modified text, and applying correct Standard English to writing.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment typically demonstrate a general understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Use a range of strategies to comprehend reading material (both fiction and nonfiction).
- ❑ Demonstrate a general understanding of a variety of literary forms.
- ❑ Use basic research strategies to organize and understand factual information.
- ❑ Demonstrate a general understanding of correct use of Standard English.
- ❑ Demonstrate a general understanding of literary elements and techniques.
- ❑ Write responses that demonstrate moderate support, address the prompt with some development of details, use acceptable word choice, contain evidence of sentence structure, and demonstrate sufficient mastery in grammar and mechanics so that readability is not affected.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment typically demonstrate a partial understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. Students are inconsistent in demonstrating the Satisfactory level competencies. They typically use a limited number of strategies to comprehend and interpret grade-level-modified 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; and 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 performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the knowledge and skills expected of students at the End-of-Instruction in English II. Students scoring at the Unsatisfactory level need additional comprehensive remedial instruction.

English II Writing Component

As part of the OMAAP English II EOI test, students are given one specific writing prompt to respond to in their test books. 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 component is administered in one sitting and is not timed.

Holistic Scores and Performance Levels: Writing

Each student's Writing response is reviewed against scoring criteria. Two trained readers independently read each response and assign a holistic score that focuses on specific writing skills. These ratings range from 3 (the highest score) to 1 (the lowest score). The final score provides a profile of the student's writing. The following is the scoring rubric used to assign the holistic scores.

Score	Holistic Writing Rubric
Satisfactory (3)	Response offers a moderate amount of information related to the prompt.
	Response addresses the topic with some development of details.
	Response shows an awareness of sequencing and a progression of ideas.
	Some descriptive words are used to convey the intended message.
	Response contains evidence of sentence structure and may show some variety.
	Errors in grammar, usage, and mechanics may be noticeable but do not affect readability.
Limited Knowledge (2)	Response offers a limited amount of information related to the prompt.
	Response addresses the topic with minimal details.
	Response contains a sense of direction but may lack focus.
	Word choice lacks precision and variety but may not interfere with communication.
	Many sentences are fragments or run-ons though there is evidence of subject-predicate form.
	Errors in grammar, usage, and mechanics distract from the readability.
Unsatisfactory (1)	Response offers a minimal amount of information related to the prompt.
	Prompt may be copied with no evidence of details.
	Response does not progress in a logical order or lacks cohesion.
	Word choice is limited and interferes with communication.
	Sentence structure is not evident, or there may be only a list of unrelated words.
	Errors in grammar, usage, and mechanics severely impede readability.

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 just a restatement of the prompt
- ❑ Response in a language other than English
- ❑ Response that is illegible or incomprehensible
- ❑ Response that is off the topic of the writing task

End-of-Instruction Biology I

The OMAAP Biology I EOI test consists entirely of multiple-choice items. 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 will aid 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 Biology I EOI OMAAP test. The overall distribution of operational items in a test form is shown in the following table.

EOI Biology I Test Blueprint for *PASS* Process/Inquiry Standards and Objectives: 2010–2011

PASS Process/Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items	
			Winter 2010	Spring 2011
Observe and Measure (P1.0)	**6–7**	**12%–14%**	**6**	**6**
Qualitative/quantitative observations and changes (P1.1)	2–4		2	2
Use appropriate System International (SI) units and tools (P1.2 & P1.3)	2–4		4	4
Classify (P2.0)	**6–7**	**12%–14%**	**6**	**6**
Use observable properties to classify (P2.1)	2–4		3	3
Identify properties of a classification system (P2.2)	2–4		3	3
Experiment (P3.0)	**11–13**	**22%–27%**	**12**	**12**
Evaluate the design of investigations (P3.1)	2–4		3	4
Identify a testable hypothesis, variables, and control in an experiment (P3.2 & P3.4)	2–4		3	2
Use mathematics to show relationships (P3.3)	2–4		3	4
Identify potential hazards and practice safety procedures in all science activities (P3.5)	2–4		3	2
Interpret and Communicate (P4.0)	**15–17**	**31%–35%**	**16**	**16**
Select predictions based on observed patterns of evidence (P4.1)	2–4		3	4
Interpret line, bar, trend, and circle graphs (P4.3)	2–4		4	4
Accept or reject a hypothesis (P4.4)	2–4		3	3
Make logical conclusions based on experimental data (P4.5)	2–4		4	2
Identify an appropriate graph or chart (P4.8)	2–4		2	3
Model (P5.0)	**6–7**	**12%–14%**	**6**	**6**
Interpret a model which explains a given set of observations (P5.1)	2–4		3	3
Select predictions based on models (P5.2)	2–4		3	3
Total Test	**46–49[1]**	**100%**	**46**	**46**

[1] The actual number of items scored for a student may be slightly lower pending a review of item statistics.

• Student performance on the multiple-choice test will be reported at the standard level. 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.

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

EOI Biology I Test Blueprint for *PASS* Content Standards and Objectives: 2010-2011

PASS Content Standards	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items	
			Winter 2010	Spring 2011
The Cell (1.0)	**6–8**	**13%–17%**	**7**	**7**
Cell structures and functions (1.1)	3–5		5	4
Differentiation of cells (1.2)	2–4		2	3
The Molecular Basis of Heredity (2.0)	**6–8**	**13%–17%**	**7**	**7**
DNA structure and function in heredity (2.1)	2–4		2	3
Sorting and recombination of genes (2.2)	3–5		5	4
Biological Diversity (3.0)	**6–8**	**13%–17%**	**8**	**7**
Variation among organisms (3.1)	2–4		3	3
Natural selection and biological adaptations (3.2)	3–5		5	4
The Interdependence of Organisms (4.0)	**8–11**	**17%–24%**	**11**	**11**
Earth cycles including abiotic and biotic factors (4.1)	2–4		4	4
Organisms both cooperate and compete (4.2)	2–4		3	4
Population dynamics (4.3)	2–4		4	3
Matter/Energy/Organization in Living Systems (5.0)	**6–8**	**13%–17%**	**4**	**6**
Complexity and organization used for survival (5.1)	2–4		2	3
Matter and energy flow in living and nonliving systems (5.2)	3–5		2	3
The Behavior of Organisms (6.0)	**6**	**13%**	**6**	**6**
Specialized cells (6.1)	2–4		3	3
Behavior patterns can be used to ensure reproductive success (6.2)	2–4		3	3
Total Test	**43–46[2]**	**100%**	**43**	**44**

[1] While the blueprint specifies an ideal percentage of items for the content standards, some variation in the number of items per standard/objective is allowable. The number of items per content standard/objective in a given test should fit within

[2] Three out of the 46 total items assess the "Safety" process standard, for which there is no corresponding content standard.

- Student performance on the multiple-choice test will be reported at the standard level. A minimum of six items is required to report to 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.
- The approximate percentages 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: Biology I EOI

Students received an OPI score based on their performance on the Biology I EOI OMAAP. 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
265–350	Advanced
250–264	Satisfactory
233–249	Limited Knowledge
100–232	Unsatisfactory

EOI Biology I—Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment demonstrate a more thorough understanding of the knowledge, skills, and application of the science concepts expected of students at the End-of-Instruction in Biology I. Students performing at this level also consistently demonstrate their ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and modeling) and understand Biology I content. Students regularly demonstrate a working knowledge of the science processes and biology concepts, applying different strategies for selecting, identifying, organizing, comparing, and interpreting scientific data.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of science concepts expected at the End-of-Instruction in Biology I. Students performing at this level also demonstrate the ability to apply their understanding to practical situations. Students performing at the Satisfactory level will:

- ❑ Identify qualitative and quantitative changes.
- ❑ Use observable properties to make biological classifications.
- ❑ Recognize the correct designs of scientific investigations, identify conclusions, and select an appropriate graph or chart from data.
- ❑ Select and make appropriate predictions based on biological models.
- ❑ Identify cell structures and functions.
- ❑ Understand the cell cycle, replication, mitosis, and gene recombination.
- ❑ Identify evidence of common ancestry related to biological diversity and adaptations.
- ❑ Understand biosphere structure, organism and species interaction in an ecosystem, and how populations change and are limited.
- ❑ Identify the basic inputs and outputs of photosynthesis and cellular respiration.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the knowledge, skills, and application of the science concepts expected of students at the End-of-Instruction in Biology I. These students are partially able to interpret information, to recognize the correct design of simple investigations, and to understand scientific processes and experimental procedures in biological investigations.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the knowledge, skills, and application of the science concepts expected of students at the End-of-Instruction in Biology I. Students scoring at the Unsatisfactory level should be given additional comprehensive science instruction.

End-of-Instruction U.S. History

The OMAAP U.S. History EOI test consists entirely of multiple-choice items. 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 will aid 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 U.S. History EOI OMAAP test. The overall distribution of operational items in a test form is shown in the following table.

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

PASS Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items	
			Winter 2010	Spring 2011
Civil War and Reconstruction Eras (1.0)	**4-7**	**8%–15%**	**6**	**5**
Impact of Immigration and Industrialization (2.0)	**6-8**	**13%–17%**	**7**	**7**
2.1 Immigration and Impact on Native Americans	2-4		4	4
2.2 Industrialization	2-4		3	3
Imperialism, World War I, and Isolationism (3.0)	**6-8**	**13%–17%**	**7**	**6**
3.1 American Imperialism	2-4		3	3
3.2 World War I and Isolationism	2-4		4	3
United States During the 1920s and 1930s (4.0)	**8-9**	**17%–19%**	**9**	**11**
4.1 Cultural Life Between the Wars	2-3		3	3
4.2 Economic Destabilization	2-3		4	4
4.3 The Great Depression, the Dust Bowl, and the New Deal	2-3		2	4
World War II (5.0)	**6-8**	**13%–17%**	**8**	**6**
5.1 Preparing for War	2-4		4	3
5.2 World War II	2-4		4	3
United States Since World War II (6.0)	**10-11**	**21%–23%**	**11**	**12**
6.1 Post War Foreign Policies and Events	2-4		3	3
6.2 Events Changing Domestic and Foreign Policies and Events	2-4		4	5
6.3 Post War Domestic Policies and Events	2-4		4	4
Total Test	**45–48[2]**	**100%**	**48**	**47**

[1] Percentages are approximations and may result in a sum other than 100 due to rounding.
[2] The actual number of items scored for a student may be slightly lower pending a review of item statistics.
• Student performance on the multiple-choice test will be reported at the standard level. 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.

Performance Levels: U.S. History EOI

Students received an OPI score based on their performance on the U.S. History EOI OMAAP. 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
264–350	Advanced
250–263	Satisfactory
239–249	Limited Knowledge
100–238	Unsatisfactory

EOI U.S. History–Performance Level Short Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment demonstrate a more thorough understanding of the knowledge and skills expected of students at the End-of-Instruction in U.S. History. Students performing at this level consistently demonstrate an understanding of the chronology of historical events and the interrelationships among them, make more sophisticated interpretations of evidence, and use social studies terminology and skills such as explaining cause and effect, comparing and contrasting, and distinguishing between fact and opinion.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the knowledge and skills expected of students at the End-of-Instruction in U.S. History. Students performing at this level typically show a general understanding of the chronology of historical events and the interrelationships among them, make clear and logical interpretations of evidence, and use social studies skills such as explaining cause and effect, comparing and contrasting, and distinguishing between fact and opinion. Students performing at the Satisfactory level typically will:

- ❑ Demonstrate process skills in social studies.
- ❑ Explain causes, key events, and effects of the Civil War and Reconstruction era.
- ❑ Describe the impact of immigration, migration, and settlement patterns.
- ❑ Identify the impact of industrialization on American society.
- ❑ Describe the changing role of the United States in world affairs at the turn of the twentieth century.
- ❑ Describe social, cultural, economic, and technological ideas and events in the United States in the era between World War I and World War II.
- ❑ Describe the major causes, events, and effects of United States involvement in World War II.
- ❑ Identify foreign and domestic policies of the United States since the end of World War II.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the knowledge and skills expected of students at the End-of-Instruction in U.S. History. Students performing at this level typically show partial understanding of the chronology of historical events and the interrelationships among them, make simple interpretations of evidence, and demonstrate limited use of social studies skills. Students performing at this level could benefit from remediation in U.S. History.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the knowledge and skills expected of students at the End-of-Instruction in U.S. History. Students performing at this level should be provided remediation in U.S. History.

Glossary

This glossary of commonly used assessment terms can be used to help interpret and communicate OMAAP 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, Algebra I, English II, Biology I, or U.S. History) 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 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., Algebra I, English II, Biology I, or U.S. History) 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.

Curriculum Access Resource Guide—Modified (CARG–M) CARG–M is an instructional tool for teaching *PASS*.

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.

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.

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, ACE English III, and OMAAP English II 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 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.

Student Categories and Special Characteristics

Absent (ABS): Students who were marked as absent during the testing window.

Did Not Attempt (DNA): Students who answered less than five multiple-choice test items on the test received a "DNA." No score is available; no performance level is assigned.

Economically Disadvantaged: Economically disadvantaged students are those who receive Free/ Reduced Lunch.

Emergency Exempt (EE): Emergency exempt students are those who did not participate in testing due to a medical emergency.

English Language Learner (ELL): ELL students are those who are learning the English language and have NOT passed the English Proficiency Test.

English Language Learner 1st Year Exempt (ELL 1st): ELL 1st Year Exempt students are those who did not participate in the Reading/English II/III tests based upon their status as English language learners in their first year in the U.S.

Enrolled: Students were counted as enrolled if they qualified for the OMAAP assessment and their answer documents (demographic sheets) were returned to the test vendor. This includes those students tested and not tested, and those identified as Other Placement and IEP Braille.

Full Academic Year (FAY): FAY students are those who have been continuously enrolled, beginning within the first ten days of a school year, and who have not experienced an enrollment lapse of ten or more *consecutive school days.*

Individualized Education Program (IEP): An IEP is a written statement of goals and strategies regarding a student's education that is developed, reviewed, and revised in accordance with Title 42 U.S.C. Section 1414(d).

Individualized Education Program Alternative Test (IEP Alt): IEP Alt students are those who participated in an alternate assessment based upon their IEP status.

IEP Braille: IEP Braille students are those who took a Brailled version of the OCCT or OMAAP due to a visual impairment as documented in the students' IEPs.

Invalidated (INV): Invalidated students are those whose test participation was invalidated due to non-standard testing situations.

Limited English Proficient (LEP): LEP students are those who are in the process of acquiring English language skills and knowledge.

Non-Full Academic Year (NFAY): NFAY students are students who have not been continuously enrolled beginning within the first ten days of the school year or have experienced an enrollment lapse of ten or more consecutive school days.

Other Placement (OP): OP students are those from outside of a district who have been placed by state or court order in a facility within a district.

Second Time Testers (2TT): 2TT students are those who missed the opportunity to take the EOI test while enrolled in the course or are retaking the test.

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