



# OKLAHOMA

S C H O O L T E S T I N G P R O G R A M

# 2010

Test Interpretation Manual

Grades 3–8

Oklahoma Core Curriculum Tests



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### **Purpose of the Test Interpretation Manual**

This *Test Interpretation Manual* contains information about interpreting the results from the Oklahoma Core Curriculum Tests (OCCTs) for Grades 3 through 8. The purpose is to help Oklahoma teachers and administrators better understand and use the information provided on the score reports associated with the OCCTs for the 2009–2010 school year. This manual includes the following sections:

- **Introduction/Glossary**
- **Section I**  
Interpreting and Using Test Results
- **Section II**  
Interpreting Score Reports and Sample Reports
- **Section III**  
Test Content Descriptions, *Priority Academic Student Skills (PASS)*, and Performance Level Descriptors by Grade

### **The History of the Oklahoma School Testing Program (OSTP)**

Almost two decades ago, State Superintendent Sandy Garrett, the Oklahoma State Board of Education, and various citizens of Oklahoma met to discuss public education. The group set a vision and developed state curriculum standards and a testing program to measure student achievement relative to these standards.

- The OSTP, mandated as described in Title 70 O.S. §1210.508, requires that criterion-referenced tests be administered to students in Grades 5, 8, and the secondary level.
- Beginning in 1995, the State Department of Education (SDE) administered OCCTs at Grades 5, 8, and 11 in Mathematics and Science; Grade 8 also tested in Reading and Writing.
- In 1996, tests in Reading and Writing were added in Grades 5 and 11. In 1997, U.S. History, Constitution, and Government was added in Grade 8; in 1998 Oklahoma History was added in Grade 11, and Geography was added in all three grades.
- In 1999, Fine Arts was included in the OCCTs.
- In the spring of 2001, OCCTs were administered to students in Grades 5 and 8 in Reading; Mathematics; U.S. History, Constitution, and Government; Science; Geography; and Fine Arts.

On June 7, 2003, House Bill 1414 was signed into law, making changes to the Oklahoma School Testing Program, including changes in dates of test administration, the content areas tested, the grades tested, and the assessment resources available to teachers, parents, and students. Changes were also made in the Oklahoma School Accountability System. Many of these changes were made to comply with the requirements of the *No Child Left Behind Act* of 2001.

## INTRODUCTION

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The following are the changes made as a result of House Bill 1414 affecting the Oklahoma School Testing Program:

- During the 2003–2004 school year, the Grade 3 norm-referenced test was administered for the last time. Beginning with the 2004–2005 school year, there was no state-level, norm-referenced testing in the Oklahoma School Testing Program.
- During the 2003–2004 school year, the Grade 3 norm-referenced test was replaced with Reading and Mathematics criterion-referenced tests aligned to Oklahoma’s standards and the *Priority Academic Student Skills*. Field testing for these criterion-referenced tests took place during the 2003–2004 school year and the tests were implemented statewide in the 2004–2005 school year.
- Grade 4 Reading and Mathematics criterion-referenced tests were field tested during the 2003–2004 school year and implemented statewide in the 2004–2005 school year.
- Beginning in the 2003–2004 school year, the Grade 5 U.S. History, Constitution, and Government criterion-referenced test and the Grade 5 Geography criterion-referenced Social Studies test were combined into one test.
- Beginning in 2003–2004, the Grade 8 criterion-referenced Geography test was eliminated. A Grade 7 criterion-referenced Geography test was field tested during the 2003–2004 school year and implemented statewide in the 2004–2005 school year. This test was administered online except for those students needing required accommodations.
- Beginning in the 2003–2004 school year, the criterion-referenced Fine Arts test was eliminated at Grades 5 and 8. District-level Fine Arts assessments were implemented in Grades 3 through 8 beginning with the 2004–2005 school year.
- Grades 6 and 7 Reading and Mathematics criterion-referenced tests were field tested during the 2004–2005 school year and were implemented statewide during the 2005–2006 school year.

# INTRODUCTION: THE OKLAHOMA CORE CURRICULUM TESTS (OCCTs)

## Oklahoma Core Curriculum Tests (OCCTs)

The Oklahoma Core Curriculum Tests are a series of tests that make up the Oklahoma School Testing Program (OSTP). The following is a snapshot of the 2010 series of OCCTs that were administered in Grades 3–8, during the 2009–2010 school year.

### 2010 OCCTs for Grades 3–8

| Grade          | Subject  |         |         |           |                |              |  |
|----------------|--|---------|---------|-----------|----------------|--------------|--|
|                | Mathematics  | Reading | Science | Geography | Social Studies | U.S. History | Writing                                |
| Administration | Paper/Pencil (April 12–May 7, 2010)<br>Online (April 12–May 14, 2010)* |         |         |           |                |              | February 24, 2010<br>and March 3, 2010 |
| Grade 3        | ★  | ★       |         |           |                |              |  |
| Grade 4        | ★  | ★       |         |           |                |              |  |
| Grade 5        | ★  | ★       | ★       |           | ★              |              | ★                                      |
| Grade 6        | ★  | ★       |         |           |                |              |  |
| Grade 7        | ★  | ★       |         | ★         |                |              |  |
| Grade 8        | ★  | ★       | ★       |           |                | ★            | ★                                      |

\*Grade 7 Geography and Grade 8 Reading and Mathematics tests were given online. Pencil and paper tests were available only as an accommodation. The administration dates for the paper and pencil tests were April 12–May 7, 2010.

### Testing Dates

The Oklahoma State Board of Education sets all administration dates for the OCCTs. None of these tests, with the exception of the Writing assessments, are administered before April 10th each year. Once these tests have been scored, reports for parents, schools, and districts are printed and shipped to the districts.

The following is a glossary defining terminology presented on the OCCT reports and in this *Test Interpretation Manual*.

### General Terms

**Analytic Score:** Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student's writing. There are five domains for which an analytic score is produced: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; and Grammar, Usage, and Mechanics.

**Composite Score:** Composite scores for the Writing assessment range from 15 to 60 points. This score is an overall score calculated using the five analytic scores, with various weights assigned to each of the analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence.

**Oklahoma Core Curriculum Tests (OCCTs):** The OCCTs is the testing program administered each year in Oklahoma Public Schools to all students in Grades 3–8. This program includes the Writing assessment administered at Grades 5 and 8 in February and March and the Multiple-Choice assessments administered in April and May.

**Oklahoma Performance Index (OPI):** A scaled score that places students into Performance Levels established for each subject and grade (Multiple-Choice subjects only).

**Oklahoma School Testing Program (OSTP):** This testing program includes assessment of students in Grades 3–8 and the End-of-Instruction assessments given at the secondary level. The tests are aligned to Oklahoma's *Priority Academic Student Skills (PASS)*.

**Performance Levels:** There are four Performance Levels: Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory.

**Performance Level Score Range:** The range of scaled scores that corresponds to one of the four Performance Levels.

**Priority Academic Student Skills (PASS):** This is Oklahoma's Core Curriculum. Each subject/grade has a different set of standards and objectives that students are tested on.

**Unscorable:** There are some conditions which make a writing response "unscorable," such as no response, restatement of task, not legible, incomprehensible, language other than English, or off topic. The responses do not receive Analytic or Writing Composite scores, but are assigned a Performance Level of Unsatisfactory. The students are included in the count of students considered to have "valid scores."

**Valid Scores:** Students that were given the following testing statuses have “valid scores” in a subject:

Multiple-Choice - attempted (5 or more responses)

Writing - Scored

Writing unscorable (No Response/Restatement of Task-NR, Not Legible/Incomprehensible-NL, Language Other Than English-LE, Off Topic-OT)

### Student Categories and Special Characteristics

**Absent:** 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:** Students who are identified as receiving Free/Reduced Lunch.

**Emergency Exempt (EMG EXE):** Students who did not participate in the OCCTs due to a medical emergency.

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

**English Language Learner Alternative Test (ELL Alt):** Students who participated in an alternate assessment based upon his/her ELL status.

**English Language Learner 1st Year Exempt (ELL EXE):** Students who did not participate in the English Language Arts/Reading OCCTs based upon their status as an English language learner in their first year in the U.S.

**Enrolled:** All students whose answer documents were returned are counted as enrolled. This includes those students tested and not tested, those identified as Other Placement, IEP Braille, and students who were administered Equivalent tests.

**Equivalent Test (EQ):** Students whose tests were invalidated may have been given the opportunity to take an Equivalent test of the OCCTs as a make-up test, depending on the testing circumstances that resulted in the original test being invalidated.

**Full Academic Year (FAY):** Students who have been continuously enrolled for a full academic year. This determination is made at the school, district, and state levels.

**Individualized Education Plan (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 Plan Alternative Test (IEP Alt):** Students who participated in an alternate assessment based upon their IEP status.

## INTRODUCTION: OCCTs GLOSSARY

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**IEP Braille:** Students who took a Brailled version of the OCCTs due to a visual impairment as documented in the students' IEPs.

**Invalidated:** Students whose test participation was invalidated due to non-standard testing situations.

**Non-Full Academic Year (NFAY):** Students who have NOT been continuously enrolled beginning within the first ten days of the school year or has experienced an enrollment lapse of ten or more consecutive school days. This determination is made at the school, district, and state levels.

**Other Placement (OP):** Students who have been placed by state or court order in a facility within the district.

## Key Components of the OCCTs

The *Priority Academic Student Skills (PASS)*, Performance Level Descriptors, and the Oklahoma Performance Index (OPI) are the key components of the OCCTs. These components ensure the validity and reliability of the testing program, as well as the reports that are produced.

### **Priority Academic Student Skills (PASS)**

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

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

### **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.

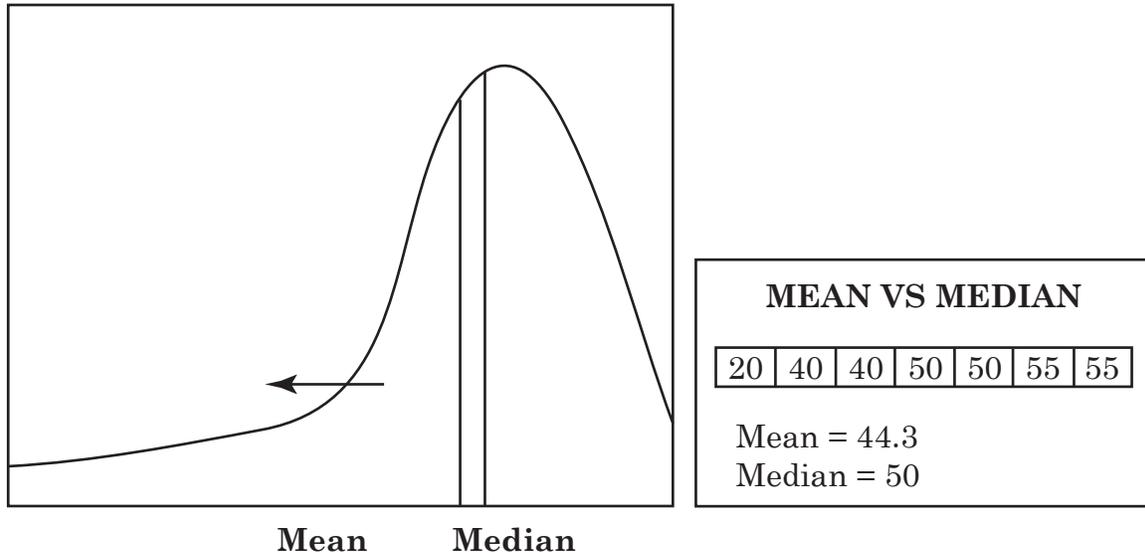
In practice, a test is built as either a criterion-referenced test (CRT) or a norm-referenced test (NRT), and the method of construction maximizes either a norm-referenced interpretation or criterion-referenced interpretation. There are basically four differences between these two methods of building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

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

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

## Median

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



## Percentage

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

## Standard/Objective Obtained Score and Percentage

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

### **Oklahoma Performance Index (OPI) Score**

Oklahoma Performance Index (OPI) scores are reported on a scale from 400–990. OPI scores, also called scaled scores, are more accurate than “percent correct” scores because they factor in the difficulty level of the test and correct for possible guessing.

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 they have the same meaning from one year to the next.

For example, students one year may need to answer 37 questions correctly to obtain an OPI score of 700. The next year, the test may be slightly more difficult, so students may only need to answer 35 questions correctly to obtain the same OPI score of 700.

The processes and formulas used to produce these scaled scores can be found in the OSTP Technical Report. OPI scores are useful for comparing student scores for the same grade and subject area. OPI scores cannot be used to accurately compare scores across grades (i.e., fourth grade to fifth grade) or to compare scores across subject areas.

### **Performance Levels**

Student performance on the OCCTs is classified into four Performance Levels:

- Advanced
- Satisfactory/Proficient
- Limited Knowledge
- Unsatisfactory

Each Performance Level conveys the level of student performance. When interpreting and using OCCT results, it is important to understand the specific knowledge and skills that a student must be able to demonstrate at each Performance Level.

### **Performance Level Descriptors**

Performance Level Descriptors describe the specific knowledge and skills that a student must be able to demonstrate at each Performance Level. The descriptors use competency-based, content-specific phrases. 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 (NCLB) Act* mandates that states define levels of performance on statewide assessments.

### 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 OCCT 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 students in future years.

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.

### Class Level

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

The teacher can then look for patterns of performance that will help shape instruction. The Class Summary Report, for example, allows a teacher to examine both the distribution of the class performance across performance levels and the pattern of the class performance across the standards and objectives assessed. By adjusting the curriculum to address patterns of academic need, the teacher can help promote student achievement.

### **Distribution of Students' Performance Across Performance Levels by Subject Area**

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

## SECTION I: INTERPRETING AND USING TEST RESULTS

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

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

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

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

- those differences in the large context of student performance throughout the year;
- the amount and type of review prior to testing; and
- the content and skills emphasized in the school curriculum compared to the content and skills measured on the test as shown on the blueprint provided by the State Department of Education.

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

### **School and District Levels**

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

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

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

## SECTION I: INTERPRETING AND USING TEST RESULTS

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When examining test results at the school or district level, it is also possible to begin to disaggregate, or reaggregate, the test scores. Differences in performance among various subgroups of students may be hidden within results for the entire school or district. The school and district reports provide OCCT results for All Students, Special Education Students, English Language Learners, Non-English Language Learners, Full/Non-Full Academic Year Students, and Regular Education Students. The All Students category and Regular Education Students category are further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch. These reporting categories include areas where differences in test scores or classroom performance have been found historically.

A school or district may identify other groups of students whose test results should also be examined. For example, a school with a new tutoring program in reading may want to compare the test results of students who participate in the program with those who do not. A 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.

### 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.

## SECTION II: INTERPRETING SCORE REPORTS

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Section I of the *Test Interpretation Manual* is intended to provide information to district personnel about the 2010 OCCT score reports. The score reports are designed to clearly convey information which will inform classroom instruction and guide curriculum decisions at the classroom, school, and district levels.

Samples of the following reports are provided, along with explanations of the key elements for each report:

- **Parent/Student Report**
  - **Multiple-Choice**
  - **Writing**
- **Student Score Labels**
- **Multiple-Choice Roster Report Sorted by OPI Score**
- **Multiple-Choice Roster Report Sorted by Student Last Name**
- **Writing Roster Report Sorted by Student Last Name**
- **Multiple-Choice Summary Report**
- **Writing Summary Report**

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

### Parent/Student Reports

Parent/Student Reports are provided for students tested in Grades 3–8 on the OCCTs. Separate reports are produced for each content area. Two copies of each report are produced: one for the school to retain for teacher use and a second to be sent home to the parents/guardians in accordance with district policy. Additional copies are NOT available from the testing vendor.

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.

On the following pages are sample Parent/Student Reports and explanations of the key elements of the reports. For demonstration purposes, a Grade 5 Multiple-Choice report and a Grade 5 Writing report are presented. Please note that identifying information about the student has been removed for confidentiality.

# SECTION II: INTERPRETING PARENT/STUDENT REPORTS

## OKLAHOMA CORE CURRICULUM TESTS

# Parent/Student Report

OKLAHOMA STATE DEPARTMENT OF EDUCATION

**Test Date: APRIL 2010**

Dear Parent, **1**

This report will tell you how your student performed on the Grade 5 *Oklahoma Core Curriculum Tests*. Students are tested throughout our state to ensure they meet high standards.

These tests provide information to help make decisions about your student's education. If your student scored Unsatisfactory in any of the content areas, the school may offer remediation to help him/her succeed in that academic area.

If you have any questions about the *Oklahoma Core Curriculum Tests*, please contact your local school or the State Department of Education. You may also visit the State Department of Education Web site <www.sde.state.ok.us>, and click on Student Assessment in the index.

Sincerely,  
  
 State Superintendent

**MATHEMATICS** **3**  
**GRADE 5**

**Student:** XXXXX X XXXXXXXXXX  
**Local ID:** 999999999  
**State ID:** 999999999  
**Birth Date:** 02/11/1998  
**Class:** XXXXXXXXXX  
**School:** XXXXXXXXXX  
**District:** XXXXXXXXXX  
**Code:** 99/1999/999

### ACHIEVEMENT LEVEL PERFORMANCE

**4**

| Your Student's Performance Level<br><i>Based on Oklahoma Performance Index (OPI)</i> |   |
|--|---|
| Advanced<br>767–990  | XXX   |
| Proficient<br>700–766  | <div style="width: 100%; height: 15px; background-color: black;"></div> |
| Limited Knowledge<br>642–699   |   |
| Unsatisfactory<br>400–641  |   |

(Standard Met = 700 or above)

**5** *Your student's Performance Level is PROFICIENT.*

**6** Your student's OPI score on any one test provides an estimate of what he/she knows and is able to do. If tested again, your student would likely score in this range: 708–750.

**IMPORTANT:** The Performance Level indicates the student can perform the majority of what is described for that level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level, but not enough to have reached the level. A description of each Performance Level is presented on the back of this report.

### PERFORMANCE BY STANDARDS AND OBJECTIVES

| Standards and Objectives                         | # Possible | # Correct | % Correct | Student's Percent Correct Shown in Graph Form                           |    |    |    |    |    |    |    |    |    |     |
|--|------------|-----------|-----------|---|----|----|----|----|----|----|----|----|----|-----|
|  |            |           |           | 0   | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| <b>Patterns &amp; Algebraic Reasoning (1.0)</b>  | 8          | 6         | 75        | <div style="width: 75%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Algebra Patterns (1.1)                           | 4          | 4         | 100       | <div style="width: 100%; height: 15px; background-color: black;"></div> |    |    |    |    |    |    |    |    |    |     |
| Problem Solving (1.2)                            | 4          | 2         | 50        | <div style="width: 50%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| <b>Number Sense (2.0)</b>                        | 8          | 6         | 75        | <div style="width: 75%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Fractions/Decimals/Percents (2.1)                | 4          | 3         | 75        | <div style="width: 75%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Number Theory (2.2)                              | 4          | 3         | 75        | <div style="width: 75%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| <b>Number Operations &amp; Computation (3.0)</b> | 8          | 7         | 88        | <div style="width: 88%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Estimation (3.1)                                 | 4          | 4         | 100       | <div style="width: 100%; height: 15px; background-color: black;"></div> |    |    |    |    |    |    |    |    |    |     |
| Whole Numbers/Decimals/Fractions (3.2)           | 4          | 3         | 75        | <div style="width: 75%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| <b>Geometry &amp; Measurement (4.0)</b>          | 12         | 10        | 83        | <div style="width: 83%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Geometric Figure Properties (4.1)                | 4          | 4         | 100       | <div style="width: 100%; height: 15px; background-color: black;"></div> |    |    |    |    |    |    |    |    |    |     |
| Perimeter/Area (4.2)                             | 4          | 3         | 75        | <div style="width: 75%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Convert Measurements (4.5)                       | 4          | 3         | 75        | <div style="width: 75%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| <b>Data Analysis &amp; Probability (5.0)</b>     | 9          | 6         | 67        | <div style="width: 67%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Data Analysis (5.1)                              | 5          | 4         | 80        | <div style="width: 80%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |
| Probability (5.2)                                | 4          | 2         | 50        | <div style="width: 50%; height: 15px; background-color: black;"></div>  |    |    |    |    |    |    |    |    |    |     |

Figure 1 – Multiple-Choice Parent/Student Report Side One

## SECTION II: INTERPRETING PARENT/STUDENT REPORTS

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- ① Presented on each report is a message from Oklahoma’s State Superintendent of Education, Sandy Garrett.
- ② The test date is located in the upper right section of the report.
- ③ This section of the report includes the content area and grade for which results are presented. A separate report is produced for each content area. Also included in this section is identifying information for the student, district, school, and class (if applicable).
- ④ This graphic presents information about the individual student’s score on the test. This is presented as a three-digit Oklahoma Performance Index (OPI) score and also as a bar graph showing the Performance Level attained by the student. The OPI score is a scale score with a range from 400–990. For all grades and content areas, an OPI score of 700 or above is considered Proficient. The OPI score range associated with each Performance Level for the grade and content area assessed are provided for reference.
- ⑤ The student’s Performance Level is presented as text to accompany the graph.
- ⑥ This section of the report introduces the concept of confidence intervals. Any single test provides an estimate of what a student knows and is able to do. If tested again, the student’s likely score range is presented, using a Standard Error of Measurement.
- ⑦ This section presents the student’s test performance for each *PASS* standard and objective for the content area, along with the number of test items possible and the number and percentage of test items answered correctly by the student. The percent correct for each standard and objective is also presented in graph form.

## SECTION II: INTERPRETING PARENT/STUDENT REPORTS

### PERFORMANCE LEVEL DESCRIPTORS

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



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

- Use whole numbers, fractions, decimals, and common percents (25%, 50%, 75%) to solve multi-step problems.
- Apply basic properties of arithmetic and simulate algebraic problem-solving techniques.
- Analyze and transfer data in graphs, charts, and tables.
- Express probabilities as fractions and determine the range and mean (average) of a set of data.
- Apply measurement concepts, estimation techniques, and simple formulas to application problems involving length, perimeter, weight, time, temperature, angles, area, and volume.

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

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

### RESOURCES

Additional information regarding the Oklahoma Core Curriculum Tests in Grades 3–8 can be found on the Oklahoma State Department of Education's Web site: <[www.sde.state.ok.us](http://www.sde.state.ok.us)>

**9** **Accountability and Assessments Office**  
Phone: 405-521-3341  
Fax: 405-522-6272

**State Special Education Office**  
405-521-3351

**State Bilingual Office**  
405-521-3196

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>>.

**Purpose of the Oklahoma Core Curriculum Tests:** To obtain information about the performance of Oklahoma students to ensure they meet high standards and to evaluate the success of the core curriculum as presented in the *Priority Academic Student Skills (PASS)*.

#### GLOSSARY OF TERMS **10**

**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/Proficient, 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/Proficient 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 700 is the minimum score for placement in the *Satisfactory/Proficient* performance level.

**Figure 2 – Multiple-Choice Parent/Student Report Side Two**

## SECTION II: INTERPRETING PARENT/STUDENT REPORTS

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- 8 The top section on side two contains the Performance Level Descriptor for each of the four Performance Levels: Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory. This text describes the student performance characteristics corresponding to each level. The student is expected to perform the majority of what is described for his/her Performance Level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level, but not enough to have reached that level.
- 9 The Resources section of the report directs the reader to the SDE's Web site for additional information about the statewide assessments. In addition, this section provides the web address for the National Assessment for Educational Progress (NAEP) and lexile information for the Reading reports.
- 10 A short glossary is provided at the end of the report to define terms that may be unfamiliar to some readers.

# SECTION II: INTERPRETING PARENT/STUDENT REPORTS

## OKLAHOMA CORE CURRICULUM TESTS

# Parent/Student Report



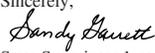
**Test Date: FEBRUARY 2010**

Dear Parent, **1**

This report will tell you how your student performed on the Grade 5 *Oklahoma Core Curriculum Tests*. Students are tested throughout our state to ensure they meet high standards.

These tests provide information to help make decisions about your student's education. If your student scored Unsatisfactory in any of the content areas, the school may offer remediation to help him/her succeed in that academic area.

If you have any questions about the *Oklahoma Core Curriculum Tests*, please contact your local school or the State Department of Education. You may also visit the State Department of Education Web site <www.sde.state.ok.us>, and click on Student Assessment in the index.

Sincerely,  
  
 State Superintendent

### ACHIEVEMENT LEVEL PERFORMANCE

**4**

| Your Student's Performance Level<br><i>Based on Composite Writing Score</i> |           |
|---|-----------|
| Advanced<br>54–60   |           |
| Satisfactory<br>36–53   | <b>XX</b> |
| Limited Knowledge<br>26–35  |           |
| Unsatisfactory<br>15–25   |           |

(Standard Met = 36 or above)

**3**

**WRITING  
GRADE 5**

**Student:** XXXXX X XXXXXXXXXX  
**Local ID:** 999999999  
**State ID:** 999999999  
**Birth Date:** 03/14/1998  
**Class:** XXXXXXXXXX  
**School:** XXXXXXXXXX  
**District:** XXXXXXXXXX  
**Code:** 99/1999/999

**5**

*Your student's Performance Level is SATISFACTORY.*

Your student's composite score is computed with a formula that uses weights for each of the five analytic trait scores.

**IMPORTANT:** The Performance Level indicates the student can perform the majority of what is described for that level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level, but not enough to have reached the level. A description of each Performance Level is presented on the back of this report.

### PERFORMANCE BY ANALYTIC TRAIT

**6**

| Analytic Writing Traits<br><small>(Weights for Composite Score)</small> | Your Student's Score<br>Range = 1.0–4.0<br><small>** Indicates an area of strength</small> |
|---|--|
| Ideas and Development (30%)   | 2.0  |
| Organization, Unity, and Coherence (25%)                                | 3.0**  |
| Word Choice (15%)   | 2.0  |
| Sentences and Paragraphs (15%)  | 3.0**  |
| Grammar, Usage, and Mechanics (15%)                                     | 2.0  |

**7**

**CONDITION CODES:** These are some conditions in which a writing sample is UNSCORABLE. These receive a Performance Level of "Unsatisfactory" and are coded in the composite writing score as follows:

NR = No Response/Restatement of Task  
 NL = Not Legible/Incomprehensible  
 LE = Language other than English  
 OT = Off Topic

Analytic scores are not provided in these cases.

**Figure 3 – Writing Parent/Student Report Side One**

## SECTION II: INTERPRETING PARENT/STUDENT REPORTS

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- ① Presented on each report is a message from Oklahoma’s State Superintendent of Education, Sandy Garrett.
- ② The test date is located in the upper right section of the report.
- ③ This section of the report includes the content area and grade for which results are presented. Also included in this section is identifying information for the student, district, school, and class (if applicable).
- ④ This graphic presents information about the individual student’s score on the test. This is presented as a two-digit Composite Writing Score and also as a bar graph showing the Performance Level attained by the student. The possible Composite Writing Score range is 15–60. A Composite Writing Score of 36 or above is considered Proficient. The composite score range associated with each Performance Level for the grade assessed is provided for reference.
- ⑤ The student’s Performance Level is presented as text to accompany the graph.
- ⑥ This table shows the student’s analytic Writing scores (1.0–4.0) for each of the five analytic traits defined by Oklahoma’s scoring rubric. The analytic scores are derived by averaging the rating of two independent human “readers” who evaluated the student’s writing. Also shown in parenthesis is the weight attached to each analytic trait during the calculation of the composite score.
- ⑦ Defined here are the condition codes that may be assigned when a student’s response was unscorable. If a condition code is applied, it will appear in the table in place of the analytic scores.

## SECTION II: INTERPRETING PARENT/STUDENT REPORTS

### PERFORMANCE LEVEL DESCRIPTORS

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



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

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

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

### RESOURCES

Additional information regarding the Oklahoma Core Curriculum Tests in Grades 3–8 can be found on the Oklahoma State Department of Education's Web site: <[www.sde.state.ok.us](http://www.sde.state.ok.us)>

**9** **Accountability and Assessments Office**  
Phone: 405-521-3341  
Fax: 405-522-6272

**State Special Education Office**  
405-521-3351

**State Bilingual Office**  
405-521-3196

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>>.

**Purpose of the Oklahoma Core Curriculum Tests:** To obtain information about the performance of Oklahoma students to ensure they meet high standards and to evaluate the success of the core curriculum as presented in the *Priority Academic Student Skills (PASS)*.

#### GLOSSARY OF TERMS **10**

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

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

**Performance Level:** Different ranges of Composite Writing Scores define the four levels of performance—Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory.

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

Figure 4 – Writing Parent/Student Report Side Two

## SECTION II: INTERPRETING PARENT/STUDENT REPORTS

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- 8 The top section on side two contains the Performance Level Descriptor for each of the four Performance Levels: Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory. This text describes the student performance characteristics corresponding to each level. The student is expected to perform the majority of what is described for his/her Performance Level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level but not enough to have reached that level.
- 9 The Resources section of the report directs the reader to the SDE's Web site for additional information about the statewide assessments. In addition, this section provides the web address for the National Assessment for Educational Progress (NAEP).
- 10 A short glossary is provided at the end of the report to define terms that may be unfamiliar to some readers.

## SECTION II: INTERPRETING STUDENT SCORE LABELS

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### Student Score Labels

Student Score Labels are generated for all students at each school. The labels summarize all of the OCCT results, including Writing, providing a quick and comprehensive overview of a student's performance. The labels have adhesive backing so they can be easily transferred onto the student record folders. Two labels per student are produced by the testing vendor; one for Writing and one for Multiple-Choice.

| OKLAHOMA CORE CURRICULUM TESTS |                 |                |                                       |
|--------------------------------|-----------------|----------------|---------------------------------------|
| ①                              | XXXXXXXX, XXXXX |                | ②                                     |
|                                |                 | <u>SUBJECT</u> | <u>SCORE</u> <u>PERFORMANCE LEVEL</u> |
| BIRTH DATE:                    | 01/09/1998      | WRITING        | XX SATISFACTORY                       |
| LOCAL ID:                      | 999999999       |                |                                       |
| STATE ID:                      | 999999999       |                |                                       |
| GENDER:                        | M               |                |                                       |
| GRADE:                         | 05              |                |                                       |
| TEST DATE:                     | FEB 2010        |                |                                       |
| SCHOOL:                        | XXXXXXXXXXXXXX  |                |                                       |
| CODE:                          | 99/I999/999     |                |                                       |
|                                |                 |                | ③                                     |

Figure 5 – Writing Student Score Label

| OKLAHOMA CORE CURRICULUM TESTS |                 |                |                                       |
|--------------------------------|-----------------|----------------|---------------------------------------|
| ①                              | XXXXXXXX, XXXXX |                | ②                                     |
|                                |                 | <u>SUBJECT</u> | <u>SCORE</u> <u>PERFORMANCE LEVEL</u> |
| BIRTH DATE:                    | 01/09/1998      | MATHEMATICS    | XXX PROFICIENT                        |
| LOCAL ID:                      | 999999999       | READING        | XXX PROFICIENT                        |
| STATE ID:                      | 999999999       | SCIENCE        | XXX ADVANCED                          |
| GENDER:                        | M               | SOC STUDIES    | XXX SATISFACTORY                      |
| GRADE:                         | 05              |                |                                       |
| TEST DATE:                     | APR 2010        |                |                                       |
| SCHOOL:                        | XXXXXXXXXXXXXX  |                |                                       |
| CODE:                          | 99/I999/999     |                |                                       |
|                                |                 |                | ③                                     |

Figure 6 – Multiple-Choice Student Score Label

## SECTION II: INTERPRETING STUDENT SCORE LABELS

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- 1 The student's name and identifying information are provided on the left side of the label.
- 2 The right side of the label shows the subject(s) tested, Oklahoma Performance Index (OPI) score and the corresponding Performance Level. For Writing, the Composite score is shown with the corresponding Performance Level.
- 3 A legend is printed to define abbreviations used in the "SCORE" column, such as ABS for absent. If abbreviations are not used on the label, the legend section will be blank. Listed below are the possible abbreviations that might be used.

|                                     |
|-------------------------------------|
| ABS—Absent                          |
| ALT 1—OMAAP or OAAP                 |
| ALT 2—ELL Alternate Test            |
| DNA—Did Not Attempt                 |
| ELL EXE—ELL 1st Year in U.S. Exempt |
| EMG EXE—Emergency Exempt            |
| INV—Invalid                         |
| LE—Language other than English      |
| NL—Not Legible/Incomprehensible     |
| NR—No Response/Restated Task        |
| OT—Off Topic                        |

## SECTION II: INTERPRETING ROSTER REPORTS

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### **Roster Reports**

These reports are intended to provide as much detailed information as possible to teachers about the performance of their students on the OCCTs. This report is produced at the class and school levels. For Multiple-Choice, the school rosters are provided in two sort orders: by OPI score and by alphabetical order (last name). For Writing, the school rosters are provided in alphabetical order (last name).

# SECTION II: INTERPRETING ROSTER REPORTS

| Oklahoma Core Curriculum Tests<br>April 2010                                |   |                          |  |                 |
|---|---|--------------------------|--|-----------------|
| <b>SCHOOL REPORT<br/>STUDENT ROSTER<br/>XXXXXXXXXX<br/>GRADE 05 READING</b> |  |                          | School: XXXXXXXXXXXX<br>District: XXXXXXXXXXXX<br>Grade: 05<br>Group: ALL STUDENTS<br>Code: 99/1999/999<br>Page: 1 |                 |
| Student<br>Test Status  | All<br>Students   | OCCT<br>Standard<br>Test | Equivalent<br>Test   | Braille<br>Test |
| Valid Scores (OCCT)   | 137   | 137                      |  |                 |
| Alternate 1 <sup>1</sup>  | 4   | 4                        |  |                 |
| Alternate 2 <sup>2</sup>  | NA  | NA                       | NA   | NA              |
| ELL 1 <sup>st</sup> Year Exempt   |   |                          |  |                 |
| Emergency Exempt  |   |                          |  |                 |
| Absent  | 1   | 1                        |  |                 |
| Invalidated   |   |                          |  |                 |
| Did Not Attempt   |   |                          |  |                 |
| <b>Total Enrolled</b>   | <b>142</b>  | <b>142</b>               |  |                 |

**Figure 7 – Multiple-Choice Roster Report—Page 1 (Title Page)**



## SECTION II: INTERPRETING ROSTER REPORTS

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- ① In the upper left corner of the report is a heading that describes the name of the report sorted by OPI score, the school (or class) name, and the grade and content area for which results are presented.
- ② The upper right corner of the report documents the school and district name, grade, group, code, and page number.
- ③ This section provides the OPI score range associated with each Performance Level for the applicable grade and content area.
- ④ Along the upper border of the table are the Oklahoma *Priority Academic Student Skills (PASS)* that are assessed at the applicable grade and content area. Also presented is the number of test items for each standard/objective. It should be noted that standards/objectives with relatively few test items may result in scores of limited reliability. In these cases, educators should use other sources of information to confirm areas of strength and weakness.
- ⑤ In the sample shown, all students in the group are listed in descending OPI score order. In addition to students' names, the report shows their State ID (if available), birth date, gender, Non-Full-Academic Year status, Other Placement status, Performance Level, and OPI score.
- ⑥ Following the OPI scores are the students' Percent Correct scores for each standard and objective.
- ⑦ The footnote section at the bottom of the page is used to provide additional information about codes, abbreviations, and symbols that are used on the roster report.

# SECTION II: INTERPRETING ROSTER REPORTS

**1** SCHOOL REPORT  
STUDENT ROSTER - BY STUDENT NAME  
XXXXXXXXXX  
GRADE 05 READING

**2** Oklahoma Core Curriculum Tests  
April 2010

School: XXXXXXXXXXXX  
District: XXXXXXXXXXXX  
Grade: 05  
Group: EQ & BR EXCLUDED\*  
Code: 99/1999999  
Page: 2



OPI\* score ranges for the Performance Levels (PL) are as follows:

**3**

Advanced (ADV)   XXX-XXX  
Proficient (PRF)   XXX-XXX  
Limited Knowledge (LK)   XXX-XXX  
Unsatisfactory (UN)   XXX-XXX

\* OPI = Oklahoma Performance Index, a scaled score that places students into one of four performance levels.

**4**

**PASS<sup>2</sup> STANDARDS AND OBJECTIVES**

| Standard                     | 1.1 Words in Context | 1.2 Affixes, Roots, & Stems | 1.3 Synonyms, Antonyms, & Homonyms | 3.0 Comprehension/Critical Literacy | 3.1 Literal Understanding | 3.2 Inferences & Interpretation | 3.3 Summary & Generalization | 3.4 Analysis & Evaluation | 4.0 Literature | 4.1 Literary Genres | 4.2 Literary Elements | 4.3 Figurative Language/Sound Devices | 5.0 Research & Information | 5.1 Accessing Information | 5.2 Interpreting Information |
|------------------------------|----------------------|-----------------------------|------------------------------------|-------------------------------------|---------------------------|---------------------------------|------------------------------|---------------------------|----------------|---------------------|-----------------------|---------------------------------------|----------------------------|---------------------------|------------------------------|
| Percent Correct <sup>6</sup> | 67                   | 67                          | 67                                 | 67                                  | 67                        | 67                              | 67                           | 67                        | 67             | 67                  | 67                    | 67                                    | 67                         | 67                        | 67                           |

| Student Name             | Number of Test Items |            |    |                   | Percent Correct <sup>6</sup> |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|--------------------------|----------------------|------------|----|-------------------|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|                          | State ID             | Birth Date | MF | NFAY <sup>3</sup> | OP <sup>4</sup>              | PL  | 1.1 | 1.2 | 1.3 | 3.0 | 3.1 | 3.2 | 3.3 | 3.4 | 4.0 | 4.1 | 4.2 | 4.3 | 5.0 | 5.1 | 5.2 |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 04/17/1998 | F  |                   | PRF                          | 765 | 58  | 67  | 90  | 100 | 100 | 75  | 80  | 75  | 80  | 75  | 100 | 50  | 75  | 83  | 80  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 06/22/1998 | F  |                   | PRF                          | 746 | 67  | 83  | 60  | 50  | 40  | 100 | 100 | 60  | 50  | 50  | 50  | 50  | 50  | 83  | 100 |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 10/01/1999 | F  |                   | PRF                          | 711 | 58  | 67  | 60  | 100 | 60  | 60  | 50  | 20  | 50  | 50  | 50  | 50  | 50  | 83  | 100 |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 04/21/1999 | M  |                   | ALT <sup>1</sup>             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 12/09/1998 | M  | 3                 | PRF                          | 752 | 67  | 67  | 80  | 83  | 80  | 100 | 100 | 60  | 60  | 83  | 75  | 100 | 25  | 50  | 40  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 02/30/1998 | M  |                   | LK                           | 692 | 50  | 33  | 50  | 67  | 40  | 50  | 40  | 50  | 40  | 58  | 50  | 100 | 25  | 67  | 80  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 05/18/1998 | M  |                   | UN                           | 622 | 33  | 33  | 40  | 0   | 80  | 50  | 40  | 25  | 25  | 25  | 25  | 25  | 25  | 17  | 20  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 04/22/1999 | F  |                   | ADV                          | 850 | 100 | 100 | 95  | 83  | 100 | 100 | 100 | 100 | 83  | 100 | 75  | 75  | 100 | 100 |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 11/23/1998 | F  |                   | PRF                          | 765 | 67  | 67  | 75  | 70  | 100 | 40  | 100 | 40  | 100 | 100 | 100 | 100 | 100 | 83  | 80  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 04/16/1998 | M  |                   | PRF                          | 717 | 58  | 67  | 55  | 50  | 60  | 60  | 50  | 60  | 75  | 75  | 75  | 75  | 75  | 67  | 60  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 10/16/1998 | M  |                   | ADV                          | 877 | 100 | 100 | 90  | 83  | 80  | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 04/24/1998 | M  |                   | PRF                          | 772 | 67  | 83  | 75  | 83  | 60  | 75  | 80  | 92  | 100 | 92  | 100 | 100 | 75  | 100 | 100 |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 08/03/1998 | M  |                   | UN                           | 632 | 33  | 33  | 55  | 33  | 80  | 100 | 20  | 25  | 25  | 25  | 25  | 0   | 50  | 17  | 20  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 11/23/1997 | M  |                   | UN                           | 632 | 25  | 33  | 50  | 50  | 60  | 25  | 60  | 33  | 25  | 60  | 25  | 50  | 25  | 33  | 40  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 12/25/1998 | M  |                   | PRF                          | 779 | 100 | 100 | 100 | 70  | 67  | 60  | 50  | 100 | 83  | 100 | 50  | 100 | 83  | 80  |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 07/17/1999 | M  |                   | ADV                          | 925 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 92  | 100 | 100 | 100 | 75  | 100 | 100 |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 04/22/1998 | M  |                   | UN                           | 611 | 33  | 33  | 35  | 33  | 60  | 25  | 20  | 33  | 25  | 33  | 25  | 50  | 25  | 33  | 40  |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 02/11/1998 | F  |                   | ADV                          | 850 | 92  | 100 | 100 | 90  | 83  | 100 | 75  | 100 | 100 | 100 | 100 | 100 | 100 | 100 |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 01/15/1998 | F  |                   | ADV                          | 925 | 92  | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 08/26/1998 | M  |                   | PRF                          | 765 | 75  | 67  | 85  | 83  | 80  | 100 | 80  | 80  | 83  | 75  | 100 | 75  | 50  | 60  |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 05/18/1998 | M  |                   | PRF                          | 746 | 83  | 83  | 75  | 70  | 83  | 80  | 50  | 50  | 67  | 50  | 50  | 100 | 67  | 60  |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 07/25/1998 | F  | 2                 | PRF                          | 805 | 83  | 83  | 90  | 100 | 100 | 75  | 80  | 75  | 83  | 80  | 100 | 75  | 83  | 80  |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 08/15/1999 | F  |                   | PRF                          | 795 | 83  | 83  | 85  | 100 | 60  | 100 | 80  | 80  | 83  | 75  | 75  | 100 | 100 | 100 |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 08/10/1999 | F  |                   | ADV                          | 877 | 100 | 100 | 95  | 100 | 100 | 100 | 100 | 100 | 92  | 100 | 100 | 75  | 100 | 100 |     |  |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999           | 10/17/1998 | F  |                   | PRF                          | 711 | 67  | 83  | 50  | 50  | 40  | 50  | 60  | 50  | 60  | 75  | 100 | 50  | 75  | 50  | 60  |  |

**7** EQ & BRAILLE EXCLUDED – Students with valid scores, excluding students who are designated as Equivalent or Braille.

**8** PASS – Priority Academic Student Skills. Oklahoma's Core Curriculum. Some standards and objectives from the 2002 revision of Oklahoma's Priority Academic Student Skills are abbreviated.

**9** NFAY (Non-Full Academic Year) – 1 = NFAY in school; 2 = NFAY in district and school; 3 = NFAY in state, district, and school; blank= FAY (Full Academic Year) in state, district, & school.

**10** OP – Other Placement.

**11** Test Codes – ABS = Absent; ALT 1 = OMAAP (Modified Test) or OAAP (Portfolio); ALT 2 = ELL Alternate Test; DNA = Did Not Attempt Test; ELL EXE = ELL 1<sup>st</sup> Year in U.S. Exempt; EMG EXE = Emergency Exempt; INV = Invalidated.

**12** Percent Correct scores with the symbol § indicate not enough items in the Standard or Objective to report.

Figure 9 – Multiple-Choice Roster Report Sorted by Student Last Name—Page 2

## SECTION II: INTERPRETING ROSTER REPORTS

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- ❶ In the upper left corner of the report is a heading that describes the name of the report sorted in alphabetical order by student last name, the school (or class) name, and the grade and content area for which results are presented.
- ❷ The upper right corner of the report documents the school, district, grade, group, code, and page number.
- ❸ This section provides the OPI score range associated with each Performance Level for the applicable grade and content area.
- ❹ The Oklahoma *Priority Academic Student Skills (PASS)* that are assessed at the applicable grade and content area are presented in this section, as well as the number of test items associated with each standard/objective. It should be noted that standards/objectives with relatively few test items may result in scores of limited reliability. In these cases, educators should use other sources of information to confirm areas of strength and weakness.
- ❺ In the sample shown, all students in the group are listed in alphabetical order (last name). In addition to students' names, the report shows their State ID (if available), birth date, gender, Non-Full Academic Year status, Other Placement status, Performance Level, and OPI score.
- ❻ Following the OPI scores are the students' Percent Correct scores for each standard and objective.
- ❼ The footnote section at the bottom of the page is used to provide additional information about codes, abbreviations, and symbols that are used on the roster report.

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# SECTION II: INTERPRETING ROSTER REPORTS

**1** SCHOOL REPORT  
STUDENT ROSTER  
XXXXXXXXXX  
GRADE 05 WRITING

**2** Oklahoma Core Curriculum Tests  
February 2010



School: XXXXXXXXXXXX  
District: XXXXXXXXXXXX  
Grade: 05  
Group: BRAILLE EXCLUDED\*  
Code: 99/1999/999  
Page: 2

Composite Score ranges for the Performance Levels (PL) are as follows:

|                        |       |
|------------------------|-------|
| Advanced (ADV)         | 54-60 |
| Satisfactory (SAT)     | 36-53 |
| Limited Knowledge (LK) | 26-35 |
| Unsatisfactory (UN)    | 15-25 |

**3**

| Student Name             | State ID   | Birth Date | IMF | NFAY <sup>2</sup> | Op <sup>3</sup> | PL                 | Composite Score | Analytic Trait Scores <sup>5</sup> |                                    |              |                          |                               |       |       |
|--------------------------|------------|------------|-----|-------------------|-----------------|--------------------|-----------------|------------------------------------|------------------------------------|--------------|--------------------------|-------------------------------|-------|-------|
|                          |            |            |     |                   |                 |                    |                 | Ideas and Development              | Organization, Unity, and Coherence | World Choice | Sentences and Paragraphs | Grammar, Usage, and Mechanics |       |       |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 04/12/1998 | F   |                   |                 | LK                 | 33              | 2.0                                | 2.0                                | 2.0          | 2.0                      | 2.0                           | 2.0   | 2.0   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 06/22/1998 | F   |                   |                 | LK                 | 33              | 2.0                                | 2.0                                | 2.0          | 2.0                      | 2.0                           | 2.0   | 2.0   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 10/01/1999 | F   |                   |                 | SAT                | 48              | 3.0**                              | 3.0**                              | 3.0**        | 3.0**                    | 3.0**                         | 3.0** | 3.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 04/21/1999 | M   |                   |                 | ALT 1 <sup>4</sup> |                 |                                    |                                    |              |                          |                               |       |       |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 12/09/1998 | M   |                   |                 | LK                 | 29              | 2.0                                | 2.0                                | 1.5          | 1.5                      | 1.5                           | 1.5   | 1.5   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 02/30/1998 | M   |                   |                 | ABS <sup>4</sup>   |                 |                                    |                                    |              |                          |                               |       |       |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 05/18/1998 | M   |                   |                 | LK                 | 26              | 1.0                                | 1.5                                | 2.0          | 1.5                      | 1.5                           | 1.5   | 2.5   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 04/22/1999 | F   |                   |                 | SAT                | 53              | 3.0**                              | 3.0**                              | 3.0**        | 4.0**                    | 4.0**                         | 4.0** | 4.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 11/23/1998 | F   |                   |                 | SAT                | 52              | 3.5**                              | 3.0**                              | 3.5**        | 3.5**                    | 3.5**                         | 3.5** | 3.5** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 04/16/1998 | M   |                   |                 | SAT                | 51              | 3.5**                              | 4.0**                              | 3.0**        | 3.5**                    | 4.0**                         | 4.0** | 4.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 10/16/1998 | M   |                   |                 | ADV                | 59              | 2.0                                | 2.0                                | 2.0          | 2.0                      | 2.0                           | 2.0   | 2.0   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 04/24/1998 | M   |                   |                 | LK                 | 33              | 2.5                                | 2.0                                | 3.0**        | 2.5                      | 2.5                           | 3.0** | 3.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 08/03/1998 | M   |                   |                 | ABS <sup>4</sup>   |                 |                                    |                                    |              |                          |                               |       |       |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 11/23/1997 | M   |                   |                 | SAT                | 41              | 3.0**                              | 3.0**                              | 3.0**        | 3.0**                    | 3.0**                         | 3.0** | 3.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 12/25/1998 | M   |                   |                 | SAT                | 51              | 3.0**                              | 3.0**                              | 3.0**        | 3.0**                    | 3.0**                         | 3.0** | 3.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 07/17/1999 | M   |                   |                 | SAT                | 48              | 3.0**                              | 3.0**                              | 3.0**        | 3.0**                    | 3.0**                         | 3.0** | 3.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 04/22/1998 | M   |                   |                 | SAT                | 44              | 2.5                                | 2.5                                | 2.5          | 3.0**                    | 3.0**                         | 3.0** | 3.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 02/11/1998 | F   |                   |                 | SAT                | 47              | 2.5                                | 3.0**                              | 3.0**        | 3.5**                    | 3.5**                         | 3.5** | 3.5** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 01/15/1998 | F   |                   |                 | SAT                | 42              | 2.0                                | 2.0                                | 3.0**        | 3.0**                    | 3.0**                         | 3.0** | 4.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 12/16/1998 | M   |                   |                 | SAT                | 49              | 3.5**                              | 3.5**                              | 3.0**        | 2.5                      | 2.5                           | 2.0   | 2.0   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 05/18/1998 | M   |                   |                 | LK                 | 34              | 2.0                                | 2.0                                | 2.5          | 2.0                      | 2.0                           | 2.0   | 2.0   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 07/25/1998 | F   |                   |                 | SAT                | 36              | 2.0                                | 2.0                                | 2.0          | 2.0                      | 2.5                           | 2.5   | 3.0** |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 08/15/1999 | F   |                   |                 | LK                 | 33              | 2.0                                | 2.0                                | 2.0          | 2.0                      | 2.0                           | 2.0   | 2.0   |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 08/10/1999 | F   |                   |                 | ABS <sup>4</sup>   |                 |                                    |                                    |              |                          |                               |       |       |
| XXXXXXXXXX, XXXXXXXXXXXX | 9999999999 | 10/17/1998 | F   |                   |                 | LK                 | 34              | 2.0                                | 2.5                                | 2.0          | 2.0                      | 2.0                           | 2.0   | 2.0   |

**7** **1** BRAILLE EXCLUDED – Students with valid scores, excluding students who are designated as Braille.  
**2** NFAY (Non-Full Academic Year) – 1 = NFAY in school; 2 = NFAY in district and school; 3 = NFAY in state, district, and school; blank = FAY (Full Academic Year) in state, district, & school.  
**3** OP – Other Placement.  
**4** Test Codes – ABS = Absent; ALT 1 = OMAAP (Modified Test) or (OAAP (Portfolio)); ALT 2 = ELL Alternate Test; ELL EXE = ELL 1<sup>st</sup> year in U.S.; Exempt; EMG EXE = Emergency Exempt; INV = Invalidated.  
**5** Analytic Trait Scores with "\*" indicate an area of strength.

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Figure 11 – Writing Roster Report Sorted by Student Last Name

## SECTION II: INTERPRETING ROSTER REPORTS

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- 1 In the upper left corner of the roster report is a heading that describes the name of the report, the school (or class) name, and the grade and content area for which results are presented.
- 2 The upper right corner of the report documents the school, district, grade, group, code, and page number.
- 3 This section provides the Writing composite score range associated with each Performance Level for the applicable grade and content area. Writing composite scores range from 15–60 points. The Writing composite score is derived by assigning various weights to the five analytic traits.
- 4 In the sample shown, the students in the group are listed alphabetically by last name down the left side of the report. In addition, the report shows the student’s state ID (if available), birth date, gender, Non-Full Academic Year status, Other Placement status, and the Performance Level.
- 5 In the center of the table, the Writing composite score is listed for each student. If a Writing sample is unscorable, a condition code will be printed rather than a composite score. These Writing samples will receive an Unsatisfactory Performance Level and are coded as follows:  
  
NR = No Response/Restatement of Task  
  
NL = Not Legible/Incomprehensible  
  
LE = Language Other Than English  
  
OT = Off Topic
- 6 The Analytic Trait Scores are listed for each student. The analytic categories are: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; and Grammar, Usage, and Mechanics. Analytic scores range from 1.0 to 4.0 and are derived by averaging the scores assigned by two independent human readers (scorers). The purpose of these scores is to provide a profile of student’s strengths and areas needing improvement.
- 7 The footnote section at the bottom of the page is used to provide additional information about codes, abbreviations, and symbols that are used on the roster report.

### Summary Reports for Multiple-Choice

Summary Reports are produced at the class, school, and district levels. The Summary Reports show how each disaggregated group performed on each content area tested along with results for all students combined.

Pages of the Summary Reports for Multiple-Choice are organized in the following manner:

- Page One (Title Page) – Summary count of all students in the group
- Pages Two through Four – Results by Performance Level for three groups:
  - Page Two – Full Academic Year Students (FAY) (this group is used for Federal accountability)
  - Page Three – Non-Full Academic Year Students (NFAY)
  - Page Four – All Students (FAY and NFAY)
- Page Five – Results by Standards and Objectives

# SECTION II: INTERPRETING SUMMARY REPORTS

| Student Test Status             |  | All Students | Students Excluding Other Placement |                 |              | Other Placement    |                 |              |
|---------------------------------|--|--------------|------------------------------------|-----------------|--------------|--------------------|-----------------|--------------|
|                                 |  |              | OCCT Standard Test                 | Equivalent Test | Braille Test | OCCT Standard Test | Equivalent Test | Braille Test |
| Valid Scores (OCCT)             |  | 103          | 100                                |                 |              | 3                  |                 |              |
| Alternate 1 <sup>1</sup>        |  | 14           | 14                                 |                 |              |                    |                 |              |
| Alternate 2 <sup>2</sup>        |  | NA           | NA                                 | NA              | NA           | NA                 | NA              | NA           |
| ELL 1 <sup>st</sup> Year Exempt |  | NA           | NA                                 | NA              | NA           | NA                 | NA              | NA           |
| Emergency Exempt                |  |              |                                    |                 |              |                    |                 |              |
| Absent                          |  |              |                                    |                 |              |                    |                 |              |
| Invalidated                     |  |              |                                    |                 |              |                    |                 |              |
| Did Not Attempt                 |  |              |                                    |                 |              |                    |                 |              |
| Total Enrolled                  |  | 117          | 114                                |                 |              | 3                  |                 |              |

**SCHOOL SUMMARY REPORT - GRADE 05 MATHEMATICS**  
 Page 1 - SUMMARY COUNTS OF ALL STUDENTS  
 Page 2 - RESULTS BY PERFORMANCE LEVEL - FULL ACADEMIC YEAR (FAY)  
 Page 3 - RESULTS BY PERFORMANCE LEVEL - NON-FULL ACADEMIC YEAR (NFAY)  
 Page 4 - RESULTS BY PERFORMANCE LEVEL - ALL STUDENTS  
 Page 5 - RESULTS BY STANDARDS & OBJECTIVES

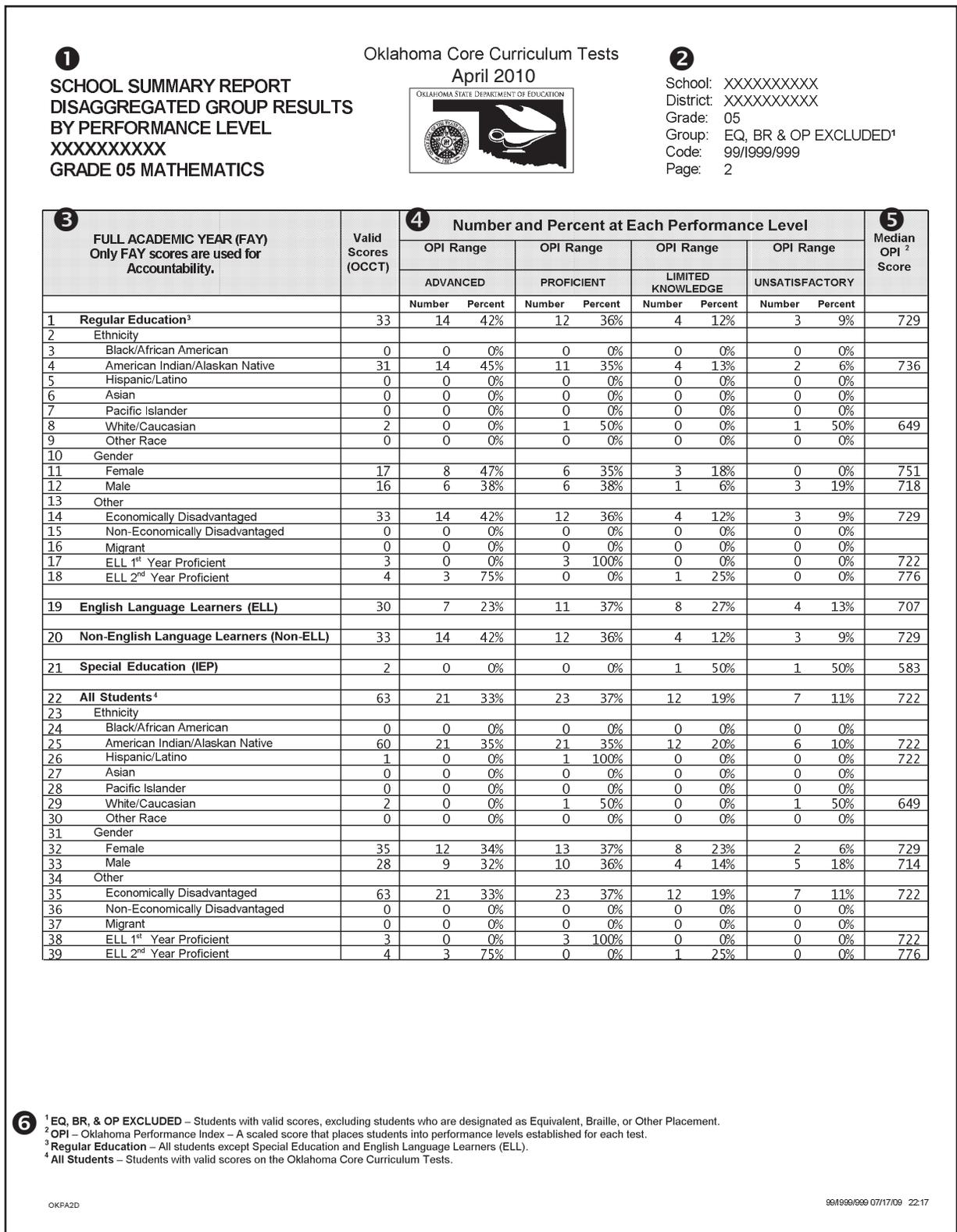
  

<sup>1</sup> **Alternate 1** includes students who took the OMAAP (Modified Test) or OAAP (Portfolio).  
<sup>2</sup> **Alternate 2** includes students who took an ELL Alternate Test.

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**Figure 12 – Multiple-Choice Summary Report—Page 1 (Title Page)**

# SECTION II: INTERPRETING SUMMARY REPORTS



**Figure 13 – Multiple-Choice Summary Report—Pages 2 through 4—Results by Performance Level**

## SECTION II: INTERPRETING SUMMARY REPORTS

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- ① In the upper left corner of the report is a heading that describes the name of the report; the district, school, or class name; and the grade and content area for which results are shown.
- ② The upper right corner of the report documents the school, district, grade, group, code, and page number.
- ③ The heading of this section provides information on which group (FAY, NFAY, or All) is presented on the report. The row headings on the left list the names of the subgroups. The number of students with valid scores on the OCCTs for each subgroup is also presented in the column to the right.
- ④ The middle section of the table shows the number and percent of students scoring at each of the Performance Levels (Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory). Percents may not add up to 100% due to rounding. For reference, the OPI score ranges for each Performance Level are given. It must be noted that the OPI score range associated with each of the Performance Levels is specific to the grade and content area.
- ⑤ The median OPI score for each subgroup is printed in the last column of the table.
- ⑥ The footnote section at the bottom of the page is used to provide additional information about codes, abbreviations, and symbols that are used on the summary report.



## SECTION II: INTERPRETING SUMMARY REPORTS

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- ❶ In the upper left corner of the report is a heading that describes the name of the report; the district, school, and class name; and the grade and content area for which results are shown.
- ❷ The upper right corner of the report documents the school, district, grade, group, code, and page number.
- ❸ The column on the left describes the student population/group for which results are presented.
- ❹ The body of the report shows the median percent correct for each assessed *PASS* standard and objective for each student group.
- ❺ The footnote section at the bottom of the page is used to provide additional information about codes, abbreviations, and symbols that are used on the summary report.

### Summary Reports for Writing

Summary Reports are produced at the class, school, and district levels. The Summary Reports show how each disaggregated group performed, along with results for all students combined.

Pages of the Summary Reports for Writing are organized in the following manner:

- Page One (Title Page) – Summary count of all students in the group
- Pages Two through Four – Results by Performance Level for three groups:
  - Page Two – Full Academic Year students (FAY) (this group is used for Federal accountability)
  - Page Three – Non-Full Academic Year students (NFAY)
  - Page Four – All students (FAY and NFAY)
- Pages Five through Seven – Results by Analytic Trait:
  - Page Five – FAY students
  - Page Six – NFAY students
  - Page Seven – All students (FAY and NFAY)

# SECTION II: INTERPRETING SUMMARY REPORTS

| <b>SCHOOL SUMMARY REPORT</b><br>XXXXXXXXXXXX<br><b>GRADE 05 WRITING</b> |              | Oklahoma Core Curriculum Tests<br>February 2010                                   |              | School: XXXXXXXXXXXX<br>District: XXXXXXXXXXXX<br>Grade: 05<br>Group: ALL STUDENTS<br>Code: 99/1999/999<br>Page: 1 |
|---|--------------|---|--------------|--|
|   |              |  |              |  |
| Student Test Status   | All Students | OCCT Standard Test  | Braille Test |  |
| Valid Scores (OCCT) <sup>1</sup>  | 129          | 129   |              |  |
| Alternate 1 <sup>2</sup>  | 1            | 1   |              |  |
| Alternate 2 <sup>3</sup>  | NA           | NA  | NA           |  |
| ELL 1 <sup>st</sup> Year Exempt   |              |   |              |  |
| Emergency Exempt  |              |   |              |  |
| Absent  | 12           | 12  |              |  |
| Invalidated   |              |   |              |  |
| Did Not Attempt   | NA           | NA  | NA           |  |
| Total Enrolled  | 142          | 142   |              |  |

**SCHOOL SUMMARY REPORT - GRADE 05 WRITING**  
 Page 1 - SUMMARY COUNTS OF ALL STUDENTS  
 Page 2 - RESULTS (COMPOSITE) BY PERFORMANCE LEVEL - FULL ACADEMIC YEAR (FAY)  
 Page 3 - RESULTS (COMPOSITE) BY PERFORMANCE LEVEL - NON-FULL ACADEMIC YEAR (NFAY)  
 Page 4 - RESULTS (COMPOSITE) BY PERFORMANCE LEVEL - ALL STUDENTS  
 Page 5 - RESULTS BY ANALYTIC TRAIT - FULL ACADEMIC YEAR (FAY)  
 Page 6 - RESULTS BY ANALYTIC TRAIT - NON-FULL ACADEMIC YEAR (NFAY)  
 Page 7 - RESULTS BY ANALYTIC TRAIT - ALL STUDENTS

<sup>1</sup> **VALID SCORES** includes students with "Unscorable" responses, i.e. responses that are not legible, incomprehensible, off topic, written in a language other than English, a restatement of the task, or blank. These responses receive a Performance Level of "Unsatisfactory."  
<sup>2</sup> **Alternate 1** includes students who took the OMAAP (Modified Test) or OAAP (Portfolio).  
<sup>3</sup> **Alternate 2** includes students who took an ELL Alternate Test.

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**Figure 15 – Writing Summary Report—Page 1 (Title Page)**

# SECTION II: INTERPRETING SUMMARY REPORTS

**1**  
**SCHOOL SUMMARY REPORT**  
**DISAGGREGATED GROUP RESULTS**  
**BY PERFORMANCE LEVEL**  
 XXXXXXXXXX  
**GRADE 05 WRITING (COMPOSITE)**

Oklahoma Core Curriculum Tests  
 February 2010



**2**  
 School: XXXXXXXXXX  
 District: XXXXXXXXXX  
 Grade: 05  
 Group: BRAILLE & OP EXCLUDED<sup>1</sup>  
 Code: 99/1999/999  
 Page: 2

| 3<br>FULL ACADEMIC YEAR (FAY)              | Valid Scores (OCCT) | 4<br>Number and Percent at Each Performance Level |         |                   |         |                   |         |                   |         | 5<br>Median Composite Writing Score <sup>2</sup> |
|--|---------------------|---|---------|-------------------|---------|-------------------|---------|-------------------|---------|--|
|  |                     | Score Range 54-60                                 |         | Score Range 36-53 |         | Score Range 26-35 |         | Score Range 15-25 |         |  |
|  |                     | ADVANCED  |         | SATISFACTORY      |         | LIMITED KNOWLEDGE |         | UNSATISFACTORY    |         |  |
|  |                     | Number  | Percent | Number            | Percent | Number            | Percent | Number            | Percent |  |
| 1 Regular Education <sup>3</sup>           | 96                  | 9   | 9%      | 65                | 68%     | 22                | 23%     | 0                 | 0%      | 44   |
| 2 Ethnicity                                |                     |   |         |                   |         |                   |         |                   |         |  |
| 3 Black/African American                   | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 4 American Indian/Alaskan Native           | 48                  | 5   | 10%     | 31                | 65%     | 12                | 25%     | 0                 | 0%      | 42   |
| 5 Hispanic/Latino                          | 1                   | 0   | 0%      | 1                 | 100%    | 0                 | 0%      | 0                 | 0%      | 47   |
| 6 Asian                                    | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 7 Pacific Islander                         | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 8 White/Caucasian                          | 47                  | 4   | 9%      | 33                | 70%     | 10                | 21%     | 0                 | 0%      | 48   |
| 9 Other Race                               | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 10 Gender                                  |                     |   |         |                   |         |                   |         |                   |         |  |
| 11 Female                                  | 56                  | 6   | 11%     | 40                | 71%     | 10                | 18%     | 0                 | 0%      | 47   |
| 12 Male                                    | 40                  | 3   | 8%      | 25                | 63%     | 12                | 30%     | 0                 | 0%      | 44   |
| 13 Other                                   |                     |   |         |                   |         |                   |         |                   |         |  |
| 14 Economically Disadvantaged              | 33                  | 1   | 3%      | 26                | 79%     | 6                 | 18%     | 0                 | 0%      | 45   |
| 15 Non-Economically Disadvantaged          | 63                  | 8   | 13%     | 39                | 62%     | 16                | 25%     | 0                 | 0%      | 44   |
| 16 Migrant                                 | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 17 ELL 1 <sup>st</sup> Year Proficient     | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 18 ELL 2 <sup>nd</sup> Year Proficient     | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 19 English Language Learners (ELL)         | 3                   | 0   | 0%      | 1                 | 33%     | 2                 | 67%     | 0                 | 0%      | 33   |
| 20 Non-English Language Learners (Non-ELL) | 115                 | 9   | 8%      | 76                | 66%     | 28                | 24%     | 2                 | 2%      | 42   |
| 21 Special Education (IEP)                 | 20                  | 0   | 0%      | 11                | 55%     | 7                 | 35%     | 2                 | 10%     | 37   |
| 22 All Students <sup>4</sup>               | 118                 | 9   | 8%      | 77                | 65%     | 30                | 25%     | 2                 | 2%      | 42   |
| 23 Ethnicity                               |                     |   |         |                   |         |                   |         |                   |         |  |
| 24 Black/African American                  | 1                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 1                 | 100%    | 25   |
| 25 American Indian/Alaskan Native          | 56                  | 5   | 9%      | 36                | 64%     | 15                | 27%     | 0                 | 0%      | 41   |
| 26 Hispanic/Latino                         | 6                   | 0   | 0%      | 2                 | 33%     | 4                 | 67%     | 0                 | 0%      | 34   |
| 27 Asian                                   | 1                   | 0   | 0%      | 0                 | 0%      | 1                 | 100%    | 0                 | 0%      | 33   |
| 28 Pacific Islander                        | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 29 White/Caucasian                         | 54                  | 4   | 7%      | 39                | 72%     | 10                | 19%     | 1                 | 2%      | 45   |
| 30 Other Race                              | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 31 Gender                                  |                     |   |         |                   |         |                   |         |                   |         |  |
| 32 Female                                  | 62                  | 6   | 10%     | 43                | 69%     | 12                | 19%     | 1                 | 2%      | 46   |
| 33 Male                                    | 56                  | 3   | 5%      | 34                | 61%     | 18                | 32%     | 1                 | 2%      | 41   |
| 34 Other                                   |                     |   |         |                   |         |                   |         |                   |         |  |
| 35 Economically Disadvantaged              | 47                  | 1   | 2%      | 32                | 68%     | 12                | 26%     | 2                 | 4%      | 41   |
| 36 Non-Economically Disadvantaged          | 71                  | 8   | 11%     | 45                | 63%     | 18                | 25%     | 0                 | 0%      | 42   |
| 37 Migrant                                 | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 38 ELL 1 <sup>st</sup> Year Proficient     | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |
| 39 ELL 2 <sup>nd</sup> Year Proficient     | 0                   | 0   | 0%      | 0                 | 0%      | 0                 | 0%      | 0                 | 0%      |  |

**6**  
<sup>1</sup> BRAILLE & OP EXCLUDED – Students with valid scores, excluding students who are designated Braille or Other Placement.  
<sup>2</sup> Composite Writing Score – A score that places students into performance levels established for the Writing test.  
<sup>3</sup> Regular Education – All students except Special Education and English Language Learners (ELL).  
<sup>4</sup> All Students – Students with valid scores on the Oklahoma Core Curriculum Tests.

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Figure 16 – Writing Summary Report—Pages 2 through 4—Results by Performance Level

## SECTION II: INTERPRETING SUMMARY REPORTS

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- ① In the upper left corner of the report is a heading that describes the name of the report; the district, school, and class name; and the grade and content area for which results are shown.
- ② The upper right corner of the report documents the school, district, grade, group, code, and page number.
- ③ This heading of this section provide information on which group (FAY, NFAY, or All) is presented on the report. The row headings on the left list the names of the subgroups. The number of students with valid scores on the OCCTs for each subgroup is also presented in the column to the right.
- ④ The middle section of the table shows the number and percent of students scoring at each of the Performance Levels (Advanced, Satisfactory/Proficient, Limited Knowledge, and Unsatisfactory). For reference, the Writing Composite Score Ranges for each Performance Level are given. It must be noted that the Composite Score Range associated with each of the Performance Levels is specific to the grade.
- ⑤ The median Writing Composite Score for each subgroup is printed in the last column of the table.
- ⑥ The footnote section at the bottom of the page is used to provide additional information about codes, abbreviations, and symbols that are used on the summary report.

# SECTION II: INTERPRETING SUMMARY REPORTS

**1**  
**SCHOOL SUMMARY REPORT**  
**DISAGGREGATED GROUP RESULTS**  
**BY ANALYTIC TRAIT**  
 XXXXXXXXXXXX  
**GRADE 05 WRITING (ANALYTIC)**

Oklahoma Core Curriculum Tests  
 February 2010



**2**  
 School: XXXXXXXXXXXX  
 District: XXXXXXXXXXXX  
 Grade: 05  
 Group: BRAILLE & OP EXCLUDED<sup>1</sup>  
 Code: 99/1999/999  
 Page: 5

| <b>3</b><br>FULL ACADEMIC YEAR (FAY)              | Valid Scores (OCCT) | <b>4</b> Number and Percent for Analytic Trait <sup>2</sup> Average Scores |         |                                    |         |             |         |                          |         |                               |         |
|---|---------------------|--|---------|------------------------------------|---------|-------------|---------|--------------------------|---------|-------------------------------|---------|
|   |                     | Ideas and Development  |         | Organization, Unity, and Coherence |         | Word Choice |         | Sentences and Paragraphs |         | Grammar, Usage, and Mechanics |         |
| Analytic Trait Average Score                      |                     | Number   | Percent | Number                             | Percent | Number      | Percent | Number                   | Percent | Number                        | Percent |
| <b>1</b> Regular Education <sup>3</sup>           | 96                  |  |         |                                    |         |             |         |                          |         |                               |         |
| 2 Score = 4.0                                     |                     | 3  | 3%      | 2                                  | 2%      | 3           | 3%      | 7                        | 7%      | 12                            | 13%     |
| 3 Score = 3.5                                     |                     | 15   | 16%     | 8                                  | 8%      | 6           | 6%      | 9                        | 9%      | 9                             | 9%      |
| 4 Score = 3.0                                     |                     | 33   | 34%     | 37                                 | 39%     | 46          | 48%     | 34                       | 35%     | 37                            | 39%     |
| 5 Score = 2.5                                     |                     | 12   | 13%     | 12                                 | 13%     | 14          | 15%     | 15                       | 16%     | 18                            | 19%     |
| 6 Score = 2.0                                     |                     | 31   | 32%     | 34                                 | 35%     | 27          | 28%     | 28                       | 29%     | 18                            | 19%     |
| 7 Score = 1.5                                     |                     | 2  | 2%      | 3                                  | 3%      | 0           | 0%      | 3                        | 3%      | 1                             | 1%      |
| 8 Score = 1.0                                     |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 1                             | 1%      |
| 9 UNSCORABLE                                      |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 0                             | 0%      |
| <b>10</b> English Language Learners (ELL)         | 3                   |  |         |                                    |         |             |         |                          |         |                               |         |
| 11 Score = 4.0                                    |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 0                             | 0%      |
| 12 Score = 3.5                                    |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 0                             | 0%      |
| 13 Score = 3.0                                    |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 1                             | 33%     |
| 14 Score = 2.5                                    |                     | 1  | 33%     | 1                                  | 33%     | 0           | 0%      | 0                        | 0%      | 0                             | 0%      |
| 15 Score = 2.0                                    |                     | 1  | 33%     | 1                                  | 33%     | 2           | 67%     | 2                        | 67%     | 2                             | 67%     |
| 16 Score = 1.5                                    |                     | 1  | 33%     | 1                                  | 33%     | 1           | 33%     | 1                        | 33%     | 0                             | 0%      |
| 17 Score = 1.0                                    |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 0                             | 0%      |
| 18 UNSCORABLE                                     |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 0                             | 0%      |
| <b>19</b> Non-English Language Learners (Non-ELL) | 115                 |  |         |                                    |         |             |         |                          |         |                               |         |
| 20 Score = 4.0                                    |                     | 3  | 3%      | 2                                  | 2%      | 3           | 3%      | 7                        | 6%      | 12                            | 10%     |
| 21 Score = 3.5                                    |                     | 15   | 13%     | 8                                  | 7%      | 6           | 5%      | 10                       | 9%      | 14                            | 12%     |
| 22 Score = 3.0                                    |                     | 36   | 31%     | 40                                 | 35%     | 51          | 44%     | 38                       | 33%     | 43                            | 37%     |
| 23 Score = 2.5                                    |                     | 17   | 15%     | 16                                 | 14%     | 18          | 16%     | 19                       | 17%     | 20                            | 17%     |
| 24 Score = 2.0                                    |                     | 37   | 32%     | 43                                 | 37%     | 36          | 31%     | 35                       | 30%     | 22                            | 19%     |
| 25 Score = 1.5                                    |                     | 5  | 4%      | 5                                  | 4%      | 0           | 0%      | 4                        | 3%      | 2                             | 2%      |
| 26 Score = 1.0                                    |                     | 1  | 1%      | 0                                  | 0%      | 0           | 0%      | 1                        | 1%      | 1                             | 1%      |
| 27 UNSCORABLE                                     |                     | 1  | 1%      | 1                                  | 1%      | 1           | 1%      | 1                        | 1%      | 1                             | 1%      |
| <b>28</b> Special Education (IEP)                 | 20                  |  |         |                                    |         |             |         |                          |         |                               |         |
| 29 Score = 4.0                                    |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 0                        | 0%      | 0                             | 0%      |
| 30 Score = 3.5                                    |                     | 0  | 0%      | 0                                  | 0%      | 0           | 0%      | 1                        | 5%      | 5                             | 25%     |
| 31 Score = 3.0                                    |                     | 3  | 15%     | 3                                  | 15%     | 5           | 25%     | 4                        | 20%     | 6                             | 30%     |
| 32 Score = 2.5                                    |                     | 5  | 25%     | 4                                  | 20%     | 4           | 20%     | 4                        | 20%     | 2                             | 10%     |
| 33 Score = 2.0                                    |                     | 6  | 30%     | 9                                  | 45%     | 9           | 45%     | 7                        | 35%     | 5                             | 25%     |
| 34 Score = 1.5                                    |                     | 4  | 20%     | 3                                  | 15%     | 1           | 5%      | 2                        | 10%     | 1                             | 5%      |
| 35 Score = 1.0                                    |                     | 1  | 5%      | 0                                  | 0%      | 0           | 0%      | 1                        | 5%      | 0                             | 0%      |
| 36 UNSCORABLE                                     |                     | 1  | 5%      | 1                                  | 5%      | 1           | 5%      | 1                        | 5%      | 1                             | 5%      |
| <b>37</b> All Students <sup>4</sup>               | 118                 |  |         |                                    |         |             |         |                          |         |                               |         |
| 38 Score = 4.0                                    |                     | 3  | 3%      | 2                                  | 2%      | 3           | 3%      | 7                        | 6%      | 12                            | 10%     |
| 39 Score = 3.5                                    |                     | 15   | 13%     | 8                                  | 7%      | 6           | 5%      | 10                       | 8%      | 14                            | 12%     |
| 40 Score = 3.0                                    |                     | 36   | 31%     | 40                                 | 34%     | 51          | 43%     | 38                       | 32%     | 44                            | 37%     |
| 41 Score = 2.5                                    |                     | 18   | 15%     | 17                                 | 14%     | 18          | 15%     | 19                       | 16%     | 20                            | 17%     |
| 42 Score = 2.0                                    |                     | 38   | 32%     | 44                                 | 37%     | 38          | 32%     | 37                       | 31%     | 24                            | 20%     |
| 43 Score = 1.5                                    |                     | 6  | 5%      | 6                                  | 5%      | 1           | 1%      | 5                        | 4%      | 2                             | 2%      |
| 44 Score = 1.0                                    |                     | 1  | 1%      | 0                                  | 0%      | 0           | 0%      | 1                        | 1%      | 1                             | 1%      |
| 45 UNSCORABLE                                     |                     | 1  | 1%      | 1                                  | 1%      | 1           | 1%      | 1                        | 1%      | 1                             | 1%      |

**5** <sup>1</sup> BRAILLE & OP EXCLUDED – Students with valid scores, excluding students who are designated as Braille or Other Placement.  
<sup>2</sup> Analytic Trait Score – A score for a writing trait that provides a profile of students' strengths and weaknesses.  
<sup>3</sup> Regular Education – All students except Special Education and English Language Learners (ELL).  
<sup>4</sup> All Students – Students with valid scores on the Oklahoma Core Curriculum Tests.

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**Figure 17 – Writing Summary Report—Pages 5 through 7—Results by Analytic Trait**

## SECTION II: INTERPRETING SUMMARY REPORTS

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- ① In the upper left corner of the report is a heading that describes the name of the report; the district, school, and class name; and the grade and content area for which results are shown.
- ② The upper right corner of the report documents the school, district, grade, group, code, and page number.
- ③ The heading of this section provides information on which group (FAY, NFAY, or All) is presented on the report. The row headings on the left list the names of the subgroups. The number of students with valid scores on the OCCTs for each subgroup is also presented in the column to the right.
- ④ The middle section of the table shows score results for the five Analytic Trait scores. For each group, the number and percent of students scoring at each score point are shown.
- ⑤ The footnote section at the bottom of the page is used to provide additional information about codes, abbreviations, and symbols that are used on the summary report.

### Student Writing Responses

Student Writing Responses for the operational prompt are provided this year (on CD) to all schools that administered the 2010 OCCT in Writing for Grades 5 and 8.

#### IMPORTANT:

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



## Grade 3 Oklahoma Core Curriculum Tests: Mathematics and Reading

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

### **The Grade 3 Mathematics Test**

The Grade 3 OCCT in Mathematics consists of 45 multiple-choice items. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

### **PASS Standards and Objectives: Grade 3 Mathematics**

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

The following table shows the *PASS* Standards and Objectives included in the Grade 3 OCCT in Mathematics.

| <b>PASS Standards and Objectives<br/>Mathematics<br/>Grade 3</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Patterns and Algebraic Reasoning</b>                          | <b>8</b>   | <b>18%</b>   |
| Algebra Patterns   | 4  |  |
| Problem Solving  | 4  |  |
| <b>Number Sense</b>  | <b>7</b>   | <b>16%</b>   |
| Place Value  | 4  |  |
| Whole Numbers and Fractions                                      | 3  |  |
| <b>Number Operations and Computation</b>                         | <b>12</b>  | <b>27%</b>   |
| Estimation   | 4  |  |
| Multiplication   | 4  |  |
| Money Problems   | 4  |  |
| <b>Geometry and Measurement</b>                                  | <b>12</b>  | <b>27%</b>   |
| Spatial Reasoning and Coordinate Locations                       | 4  |  |
| Measurement  | 4  |  |
| Time and Temperature   | 4  |  |
| <b>Data Analysis and Probability</b>                             | <b>6</b>   | <b>13%</b>   |
| Data Analysis  | 4  |  |
| Probability  | 2  |  |
| <b>Total Test</b>  | <b>45*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 3 Mathematics

Students received an OPI score based on their performance on the Grade 3 OCCT 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.

| <b>OPI Score Range</b> | <b>Performance Level</b> |
|------------------------|--------------------------|
| 798–990                | Advanced                 |
| 700–797                | Proficient               |
| 636–699                | Limited Knowledge        |
| 400–635                | Unsatisfactory           |

## SECTION III: GRADE 3

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### Performance Level Descriptors: Grade 3 Mathematics

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

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

- Recognize and predict patterns.
- Understand and model place value (to 4 digits).
- Compare and order whole numbers and fractions (halves, thirds, and fourths).
- Estimate and solve problems using whole numbers and money (including regrouping).
- Apply geometric properties and relationships (including coordinate locations).
- Apply measurement concepts (including area and perimeter, length, weight, time, and temperature).
- Demonstrate fluency with basic multiplication concepts (including fact families).
- Analyze and interpret data in tables, graphs, and charts (including posing questions).
- Determine the likelihood of events and be able to predict outcomes.
- Solve multi-step story problems.

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

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

**The Grade 3 Reading Test**

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

The Reading test was estimated to take 95 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

**PASS Standards and Objectives: Grade 3 Reading**

The Grade 3 OCCT in Reading asks students to respond to a variety of test questions measuring student achievement of the *PASS* Standards and Objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* Standards and Objectives, please refer to the Oklahoma State Department of Education Web site.

The following table shows the *PASS* Standards and Objectives included in the Grade 3 OCCT in Reading.

| <b><i>PASS</i> Standards and Objectives<br/>Reading<br/>Grade 3</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|---|--|--|
| <b>Vocabulary</b>   | <b>12</b>  | <b>24%</b>   |
| Words in Context  | 3  |  |
| Affixes   | 3  |  |
| Synonyms, Antonyms, and Homonyms                                    | 2  |  |
| Using Resource Materials  | 4  |  |
| <b>Comprehension/Critical Literacy</b>                              | <b>24</b>  | <b>48%</b>   |
| Literal Understanding   | 5  |  |
| Inferences and Interpretation                                       | 7  |  |
| Summary and Generalization  | 6  |  |
| Analysis and Evaluation   | 6  |  |
| <b>Literature</b>   | <b>8</b>   | <b>16%</b>   |
| Literary Elements   | 2  |  |
| Figurative Language and Sound Devices                               | 6  |  |
| <b>Research and Information</b>                                     | <b>6</b>   | <b>12%</b>   |
| Accessing Information   | 6  |  |
| <b>Total Test</b>   | <b>50*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

## SECTION III: GRADE 3

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### Performance Levels: Grade 3 Reading

Students received an OPI score based on their performance on the Grade 3 OCCT 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 |
|-----------------|-------------------|
| 891–990         | Advanced          |
| 700–890         | Proficient        |
| 649–699         | Limited Knowledge |
| 400–648         | Unsatisfactory    |

**Performance Level Descriptors: Grade 3 Reading**

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

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

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

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

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

### **Grade 4 Oklahoma Core Curriculum Tests: Mathematics and Reading**

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

#### **The Grade 4 Mathematics Test**

The Grade 4 OCCT in Mathematics consists of 45 multiple-choice items. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### ***PASS* Standards and Objectives: Grade 4 Mathematics**

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

## SECTION III: GRADE 4

The following table shows the *PASS* Standards and Objectives included in the Grade 4 OCCT in Mathematics.

| <i>PASS</i> Standards and Objectives<br>Mathematics<br>Grade 4 | Number of Items<br>on the 2010 Test<br>in this Category | Approximate<br>Percentage of<br>Items on the Test |
|--|---|---|
| <b>Patterns and Algebraic Reasoning</b>                        | <b>8</b>  | <b>18%</b>  |
| Algebra Patterns   | 4   |   |
| Functions  | 4   |   |
| <b>Number Sense</b>  | <b>10</b>   | <b>22%</b>  |
| Place Value  | 4   |   |
| Whole Numbers and Decimals                                     | 3   |   |
| Fractions  | 3   |   |
| <b>Number Operations and Computation</b>                       | <b>11</b>   | <b>24%</b>  |
| Multiplication   | 3   |   |
| Division   | 4   |   |
| Estimation   | 4   |   |
| <b>Geometry and Measurement</b>                                | <b>10</b>   | <b>22%</b>  |
| Line and Angles  | 4   |   |
| Spatial Reasoning  | 2   |   |
| Measurement  | 4   |   |
| <b>Data Analysis and Probability</b>                           | <b>6</b>  | <b>13%</b>  |
| Data Analysis  | 6   |   |
| <b>Total Test</b>  | <b>45*</b>  | <b>100%**</b>                                     |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 4 Mathematics

Students received an OPI score based on their performance on the Grade 4 OCCT 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 |
|-----------------|-------------------|
| 816–990         | Advanced          |
| 700–815         | Proficient        |
| 639–699         | Limited Knowledge |
| 400–638         | Unsatisfactory    |

### Performance Level Descriptors: Grade 4 Mathematics

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

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

- Be able to recognize, describe, and extend patterns.
- Be able to solve open sentences.
- Understand place value to six digits and decimals to hundredths.
- Be able to use addition and subtraction of whole numbers to estimate and to solve problems.
- Compare fractions and decimals (including the use of benchmarks).
- Multiply and divide 2 and 3 digit numbers.
- Apply geometric (spatial reasoning) and measurement concepts using customary and metric units of measure (including estimation).
- Analyze and interpret data in graphs.
- Apply mental math techniques.

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

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

### The Grade 4 Reading Test

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

The Reading test was estimated to take 95 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### **PASS Standards and Objectives: Grade 4 Reading**

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

The following table shows the *PASS* Standards and Objectives included in the Grade 4 OCCT in Reading.

| <b><i>PASS</i> Standards and Objectives<br/>Reading<br/>Grade 4</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|---|--|--|
| <b>Vocabulary</b>   | <b>12</b>  | <b>24%</b>   |
| Words in Context  | 3  |  |
| Affixes, Roots, and Derivatives                                     | 5  |  |
| Synonyms, Antonyms, and Homonyms                                    | 4  |  |
| <b>Comprehension/Critical Literacy</b>                              | <b>23</b>  | <b>46%</b>   |
| Literal Understanding   | 4  |  |
| Inferences and Interpretation                                       | 6  |  |
| Summary and Generalization  | 7  |  |
| Analysis and Evaluation   | 6  |  |
| <b>Literature</b>   | <b>9</b>   | <b>18%</b>   |
| Literary Elements   | 5  |  |
| Figurative Language and Sound Devices                               | 4  |  |
| <b>Research and Information</b>                                     | <b>6</b>   | <b>12%</b>   |
| Accessing Information   | 6  |  |
| <b>Total Test</b>   | <b>50*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 4 Reading

Students received an OPI score based on their performance on the Grade 4 OCCT 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 |
|-----------------|-------------------|
| 845–990         | Advanced          |
| 700–844         | Proficient        |
| 658–699         | Limited Knowledge |
| 400–657         | Unsatisfactory    |

### Performance Level Descriptors: Grade 4 Reading

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

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

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

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

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

### **Grade 5 Oklahoma Core Curriculum Tests: Mathematics, Reading, Science, Social Studies, and Writing**

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

#### **The Grade 5 Mathematics Test**

The Grade 5 OCCT in Mathematics consists of 45 multiple-choice items. The test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### **PASS Standards and Objectives: Grade 5 Mathematics**

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

## SECTION III: GRADE 5

The following table shows the *PASS* Standards and Objectives included in the Grade 5 OCCT in Mathematics.

| <i>PASS</i> Standards and Objectives<br>Mathematics<br>Grade 5 | Number of Items<br>on the 2010 Test<br>in this Category | Approximate<br>Percentage of Items<br>on the Test |
|--|---|---|
| <b>Patterns and Algebraic Reasoning</b>                        | <b>8</b>  | <b>18%</b>  |
| Algebra Patterns   | 4   |   |
| Problem Solving  | 4   |   |
| <b>Number Sense</b>  | <b>8</b>  | <b>18%</b>  |
| Fractions/Decimals/Percents                                    | 4   |   |
| Number Theory  | 4   |   |
| <b>Number Operations and Computation</b>                       | <b>8</b>  | <b>18%</b>  |
| Estimation   | 4   |   |
| Whole Numbers/Decimals/Fractions                               | 4   |   |
| <b>Geometry and Measurement</b>                                | <b>12</b>   | <b>27%</b>  |
| Geometric Figure Properties                                    | 4   |   |
| Perimeter/Area   | 4   |   |
| Convert Measurements   | 4   |   |
| <b>Data Analysis and Probability</b>                           | <b>9</b>  | <b>20%</b>  |
| Data Analysis  | 5   |   |
| Probability  | 4   |   |
| <b>Total Test</b>  | <b>45*</b>  | <b>100%**</b>                                     |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 5 Mathematics

Students received an OPI score based on their performance on the Grade 5 OCCT 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 |
|-----------------|-------------------|
| 767–990         | Advanced          |
| 700–766         | Proficient        |
| 642–699         | Limited Knowledge |
| 400–641         | Unsatisfactory    |

### Performance Level Descriptors: Grade 5 Mathematics

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

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

- Use whole numbers, fractions, decimals, and common percents (25%, 50%, 75%) to solve multi-step problems.
- Apply basic properties of arithmetic and simulate algebraic problem-solving techniques.
- Analyze and transfer data in graphs, charts, and tables.
- Express probabilities as fractions and determine the range and mean (average) of a set of data.
- Apply measurement concepts, estimation techniques, and simple formulas to application problems involving length, perimeter, weight, time, temperature, angles, area, and volume.

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

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

### The Grade 5 Reading Test

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

The Reading test was estimated to take 95 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### **PASS Standards and Objectives: Grade 5 Reading**

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

The following table shows the *PASS* Standards and Objectives included in the Grade 5 OCCT in Reading.

| <b><i>PASS</i> Standards and Objectives<br/>Reading<br/>Grade 5</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|---|--|--|
| <b>Vocabulary</b>   | <b>12</b>  | <b>24%</b>   |
| Words in Context  | 4  |  |
| Affixes, Roots, and Stems   | 4  |  |
| Synonyms, Antonyms, and Homonyms                                    | 4  |  |
| <b>Comprehension/Critical Literacy</b>                              | <b>20</b>  | <b>40%</b>   |
| Literal Understanding   | 4  |  |
| Inferences and Interpretation                                       | 6  |  |
| Summary and Generalization  | 5  |  |
| Analysis and Evaluation   | 5  |  |
| <b>Literature</b>   | <b>12</b>  | <b>24%</b>   |
| Literary Genres   | 4  |  |
| Literary Elements   | 4  |  |
| Figurative Language/Sound Devices                                   | 4  |  |
| <b>Research and Information</b>                                     | <b>6</b>   | <b>12%</b>   |
| Accessing Information   | 4  |  |
| Interpreting Information  | 2  |  |
| <b>Total Test</b>   | <b>50*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 5 Reading

Students received an OPI score based on their performance on the Grade 5 OCCT 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 |
|-----------------|-------------------|
| 830–990         | Advanced          |
| 700–829         | Proficient        |
| 641–699         | Limited Knowledge |
| 400–640         | Unsatisfactory    |

### Performance Level Descriptors: Grade 5 Reading

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

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

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

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

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

**The Grade 5 Science Test**

The Grade 5 OCCT in Science consists of 45 multiple-choice items. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

**PASS Standards and Objectives: Grade 5 Science**

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

The following table shows the *PASS* Process Standards and Objectives included in the Grade 5 OCCT in Science.

| <b>PASS Process Standards and Objectives<br/>Science<br/>Grade 5</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Observe and Measure</b>   | <b>10</b>  | <b>22%</b>   |
| SI (metric) units  | 5  |  |
| Similar/different characteristics                                    | 5  |  |
| <b>Classify</b>  | <b>10</b>  | <b>22%</b>   |
| Observable properties  | 5  |  |
| Serial order   | 5  |  |
| <b>Experiment</b>  | <b>11</b>  | <b>24%</b>   |
| Experimental design  | 7  |  |
| Hazards/safety practices   | 4  |  |
| <b>Interpret and Communicate</b>                                     | <b>14</b>  | <b>31%</b>   |
| Data tables/line/bar/trend/circle graphs                             | 6  |  |
| Prediction based on data   | 4  |  |
| Explanation based on data  | 4  |  |
| <b>Total Test</b>  | <b>45*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

## SECTION III: GRADE 5

The following table shows the *PASS* Content Standards and Objectives covered in the Grade 5 OCCT in Science.

| <i>PASS</i> Content Standards and Objectives<br>Science<br>Grade 5   | Number of Items<br>on the 2010 Test<br>in this Category | Approximate<br>Percentage of<br>Items on the Test |
|--|---|---|
| <b>Properties of Matter and Energy</b><br>Matter has physical properties<br>Physical properties can be measured<br>Energy can be transferred | <b>18</b><br>6<br>6<br>6                                | <b>44%</b>  |
| <b>Organisms and Environments</b><br>Dependence upon community<br>Individual organism and species survival                                   | <b>12</b><br>6<br>6                                     | <b>29%</b>  |
| <b>Structures of Earth and the Solar System</b><br>Weather patterns<br>Earth as a planet   | <b>11</b><br>6<br>5                                     | <b>27%</b>  |
| <b>Total Test</b>  | <b>41*</b>  | <b>100%**</b>                                     |

Safety items are not included within the content blueprint.

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

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 5 Science

Students received an OPI score based on their performance on the Grade 5 OCCT 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 |
|-----------------|-------------------|
| 814–990         | Advanced          |
| 700–813         | Satisfactory      |
| 638–699         | Limited Knowledge |
| 400–637         | Unsatisfactory    |

### Performance Level Descriptors: Grade 5 Science

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

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

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

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

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

## The Grade 5 Social Studies Test

The Grade 5 OCCT in Social Studies consists of 60 multiple-choice items. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

### **PASS Standards and Objectives: Grade 5 Social Studies**

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

The following table shows the *PASS* Standards and Objectives included in the Grade 5 OCCT in Social Studies.

| <b>PASS Standards and Objectives<br/>Social Studies<br/>Grade 5</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|---|--|--|
| <b>Early Exploration</b>  | <b>8</b>   | <b>13%</b>   |
| Expeditions   | 4  |  |
| Native American Reaction  | 4  |  |
| <b>Colonial America</b>   | <b>12</b>  | <b>20%</b>   |
| Settlements and Migration   | 4  |  |
| Colonial Life   | 4  |  |
| Individuals and Groups  | 4  |  |
| <b>American Revolution</b>  | <b>12</b>  | <b>20%</b>   |
| Causes and Results  | 4  |  |
| Declaration of Independence   | 4  |  |
| Individuals   | 4  |  |
| <b>Early Federal Period</b>   | <b>8</b>   | <b>13%</b>   |
| Constitutional Provisions   | 4  |  |
| Ratification and Rights   | 4  |  |
| <b>Geographic Skills</b>  | <b>20</b>  | <b>33%</b>   |
| Maps/Charts/Graphs Usage  | 7  |  |
| Human/Environment Interaction                                       | 5  |  |
| Historical Places   | 4  |  |
| Westward Movement   | 4  |  |
| <b>Total Test</b>   | <b>60*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 5 Social Studies

Students received an OPI score based on their performance on the Grade 5 OCCT in Social Studies. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

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

### Performance Level Descriptors: Grade 5 Social Studies

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

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

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

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

**The Grade 5 Writing Test**

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

In 2010, the OCCT in Writing consisted of one operational prompt that was administered to all students in Grade 5. Due to bad weather this year, the testing window was extended to February 24 or March 3.

**Grade 5 Scoring Criteria for Writing**

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

**Analytic Trait Scores:** Analytic Traits represent specific writing skills. For each Analytic Trait, the student will earn a score which ranges from 4 (the highest score) to 1 (the lowest score). Together, these five analytic trait scores provide a profile of the specific strengths and challenges of the student’s writing. These scores are also used to determine the Composite Score.

The following table shows the five analytic traits and the weights attributed to each analytic score.

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

**Composite Score:** The Composite Score reflects how well students can integrate writing techniques to produce a good paper. Characteristics of a good paper include such factors as attention to topic, content development, organization, and the flow of language from beginning to end.

A student’s Composite Score on the writing prompt is determined by assigning various weights to the five analytic traits as noted above. The weights are assigned based on the importance of each trait.

## Unscorable Responses

Papers that do not meet certain criteria cannot be scored. A zero overall score is given to papers that fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response about a topic different from the assigned task

Unscorable responses are not given Analytic or Composite scores. These responses are given the Performance Level of Unsatisfactory.

## Analytic Scores for Grade 5 Writing

The following are the actual scoring rubrics used to assign the five analytic scores.

### Ideas and Development 30%

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

**Organization, Unity, and Coherence 25%**

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

**Word Choice 15%**

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

**Sentences and Paragraphs 15%**

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

**Grammar, Usage, and Mechanics 15%**

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

### Composite Scores and Performance Levels: Grade 5 Writing

Based upon performance on the Grade 5 OCCT in Writing, students are awarded a Writing Composite score computed with a formula that uses weights for each of the five Analytic Trait scores. Composite scores range from 60 (the highest score possible) to 15 (the lowest score). The Composite score is then used to establish the Performance Level of the student. The following table shows the Composite score ranges for the four Performance Levels for Grade 5 Writing.

| Composite Score Range | Performance Level |
|-----------------------|-------------------|
| 54–60                 | Advanced          |
| 36–53                 | Satisfactory      |
| 26–35                 | Limited Knowledge |
| 15–25                 | Unsatisfactory    |

### Performance Level Descriptors: Grade 5 Writing

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

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

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

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

### **Grade 6 Oklahoma Core Curriculum Tests: Mathematics and Reading**

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

#### **The Grade 6 Mathematics Test**

The Grade 6 OCCT in Mathematics consists of 45 multiple-choice items. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### ***PASS* Standards and Objectives: Grade 6 Mathematics**

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

## SECTION III: GRADE 6

The following table shows the *PASS* Standards and Objectives included in the Grade 6 OCCT in Mathematics.

| <b>PASS Standards and Objectives<br/>Mathematics<br/>Grade 6</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Algebraic Reasoning</b>                                       | <b>10</b>  | <b>22%</b>   |
| Patterns   | 5  |  |
| Order of Operations  | 5  |  |
| <b>Number Sense</b>  | <b>13</b>  | <b>29%</b>   |
| Multiply/Divide Fractions  | 2  |  |
| Decimals   | 3  |  |
| Estimations  | 4  |  |
| Expressions  | 4  |  |
| <b>Geometry</b>  | <b>6</b>   | <b>13%</b>   |
| Angles   | 4  |  |
| Congruent and Similar Figures                                    | 2  |  |
| <b>Measurement</b>   | <b>7</b>   | <b>16%</b>   |
| Compare/Convert Units  | 3  |  |
| Estimate Measurements  | 4  |  |
| <b>Data Analysis and Statistics</b>                              | <b>9</b>   | <b>20%</b>   |
| Collect/Organize/Interpret Data                                  | 2  |  |
| Construct/Interpret Graphs                                       | 3  |  |
| Median/Mode  | 4  |  |
| <b>Total Test</b>  | <b>45*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 6 Mathematics

Students received an OPI score based on their performance on the Grade 6 OCCT 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.

| <b>OPI Score Range</b> | <b>Performance Level</b> |
|------------------------|--------------------------|
| 754–990                | Advanced                 |
| 700–753                | Proficient               |
| 660–699                | Limited Knowledge        |
| 400–659                | Unsatisfactory           |

### Performance Level Descriptors: Grade 6 Mathematics

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

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

- Multiply, divide, estimate, compare, and convert fractions, mixed numbers, decimals, and percents to solve single- and multi-step problems.
- Extend and create patterns from a variety of contexts.
- Use substitution and the order of operations to simplify and evaluate algebraic expressions (including exponents and parentheses).
- Compare, estimate, and determine the measurement of angles; find the complement and supplement of an angle; differentiate between congruent and similar figures.
- Compare and convert units within the same measurement system; find reasonable estimates for measurements using measurements in standard and metric units.
- Analyze and transfer data in graphs, charts, and tables, and determine the median and the mode of a set of data.

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

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

### The Grade 6 Reading Test

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

The Reading test was estimated to take 95 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

### **PASS Standards and Objectives: Grade 6 Reading**

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

The following table shows the *PASS* Standards and Objectives included in the Grade 6 OCCT in Reading.

| <b>PASS Standards and Objectives<br/>Reading<br/>Grade 6</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Vocabulary</b>  | <b>8</b>   | <b>16%</b>   |
| Words in Context   | 4  |  |
| Word Origins   | 4  |  |
| <b>Comprehension/Critical Literacy</b>                       | <b>20</b>  | <b>40%</b>   |
| Literal Understanding  | 4  |  |
| Inferences and Interpretation                                | 6  |  |
| Summary and Generalization                                   | 6  |  |
| Analysis and Evaluation                                      | 4  |  |
| <b>Literature</b>  | <b>14</b>  | <b>28%</b>   |
| Literary Genres  | 4  |  |
| Literary Elements  | 5  |  |
| Figurative Language/Sound Devices                            | 5  |  |
| <b>Research and Information</b>                              | <b>8</b>   | <b>16%</b>   |
| Accessing Information  | 4  |  |
| Interpreting Information                                     | 4  |  |
| <b>Total Test</b>  | <b>50*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 6 Reading

Students received an OPI score based on their performance on the Grade 6 OCCT 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 |
|-----------------|-------------------|
| 828–990         | Advanced          |
| 700–827         | Proficient        |
| 647–699         | Limited Knowledge |
| 400–646         | Unsatisfactory    |

### Performance Level Descriptors: Grade 6 Reading

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

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

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

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

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

### **Grade 7 Oklahoma Core Curriculum Tests: Mathematics, Reading, and Geography**

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

#### **The Grade 7 Mathematics Test**

The Grade 7 OCCT in Mathematics consists of 45 multiple-choice items. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### **PASS Standards and Objectives: Grade 7 Mathematics**

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

## SECTION III: GRADE 7

The following table shows the *PASS* Standards and Objectives included in the Grade 7 OCCT in Mathematics.

| <b>PASS Standards and Objectives<br/>Mathematics<br/>Grade 7</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Algebraic Reasoning</b>                                       | <b>8</b>   | <b>18%</b>   |
| Properties   | 4  |  |
| Linear Equations   | 4  |  |
| <b>Number Sense</b>  | <b>12</b>  | <b>27%</b>   |
| Integers   | 4  |  |
| Ratios/Proportions/Percents                                      | 4  |  |
| Exponents  | 4  |  |
| <b>Geometry</b>  | <b>9</b>   | <b>20%</b>   |
| Geometric Figures  | 2  |  |
| Angles   | 3  |  |
| Coordinate System  | 4  |  |
| <b>Measurement</b>   | <b>7</b>   | <b>16%</b>   |
| Area and Perimeter   | 3  |  |
| Customary/Metric Measurements                                    | 4  |  |
| <b>Data Analysis and Probability</b>                             | <b>9</b>   | <b>20%</b>   |
| Outcomes/Simple Probability                                      | 4  |  |
| Probability with Or, And, or Not                                 | 3  |  |
| Combinations/Permutations  | 2  |  |
| <b>Total Test</b>  | <b>45*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 7 Mathematics

Students received an OPI score based on their performance on the Grade 7 OCCT 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.

| <b>OPI Score Range</b> | <b>Performance Level</b> |
|------------------------|--------------------------|
| 766–990                | Advanced                 |
| 700–765                | Proficient               |
| 667–699                | Limited Knowledge        |
| 400–666                | Unsatisfactory           |

### Performance Level Descriptors: Grade 7 Mathematics

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

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

- Identify and apply commutative, identity, associative, distributive, and inverse properties.
- Model and evaluate simple linear relationships using tables or ordered pairs.
- Compare, order, and use integers to solve problems.
- Model and solve single step algebraic equations.
- Set up, estimate, and solve problems using ratio, proportion, and percent.
- Classify triangles and quadrilaterals according to sides and angles, and identify angles formed by intersecting lines.
- Solve problems involving perimeter, circumference, and area using formulas or grids.
- Identify geometric transformations and locate points on a coordinate plane.
- Use data from a set, chart, or illustration to predict outcomes and probabilities (including “and,” “or,” and “not”); find combinations and permutations.
- Find reasonable estimates of measurements using customary and metric units; relate customary and metric measurements to each other.
- Model and estimate squares and square roots.

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

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

### The Grade 7 Reading Test

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

The Reading test was estimated to take 95 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

### **PASS Standards and Objectives: Grade 7 Reading**

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

The following table shows the *PASS* Standards and Objectives covered in the Grade 7 OCCT in Reading.

| <i>PASS</i> Standards and Objectives<br>Reading<br>Grade 7 | Number of Items<br>on the 2010 Test<br>in this Category | Approximate<br>Percentage of<br>Items on the Test |
|--|---|---|
| <b>Vocabulary</b>  | <b>10</b>   | <b>20%</b>  |
| Words in Context   | 4   |   |
| Word Origins   | 3   |   |
| Idioms and Comparisons                                     | 3   |   |
| <b>Comprehension/Critical Literacy</b>                     | <b>20</b>   | <b>40%</b>  |
| Literal Understanding                                      | 4   |   |
| Inferences and Interpretation                              | 6   |   |
| Summary and Generalization                                 | 6   |   |
| Analysis and Evaluation                                    | 4   |   |
| <b>Literature</b>  | <b>12</b>   | <b>24%</b>  |
| Literary Genres  | 4   |   |
| Literary Elements  | 4   |   |
| Figurative Language/Sound Devices                          | 4   |   |
| <b>Research and Information</b>                            | <b>8</b>  | <b>16%</b>  |
| Accessing Information                                      | 4   |   |
| Interpreting Information                                   | 4   |   |
| <b>Total Test</b>  | <b>50*</b>  | <b>100%**</b>                                     |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 7 Reading

Students received an OPI score based on their performance on the Grade 7 OCCT 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 |
|-----------------|-------------------|
| 802–990         | Advanced          |
| 700–801         | Proficient        |
| 668–699         | Limited Knowledge |
| 400–667         | Unsatisfactory    |

### Performance Level Descriptors: Grade 7 Reading

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

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

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

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

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

### **The Grade 7 Geography Test**

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

The Grade 7 OCCT in Geography consists of 45 multiple-choice items and is administered in an online format. The test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session. Students who were unable to take the online test were given a paper and pencil test upon receiving approval from the Oklahoma State Department of Education.

### **PASS Standards and Objectives: Grade 7 Geography**

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

## SECTION III: GRADE 7

The following table shows the *PASS* Standards and Objectives covered in the Grade 7 OCCT in Geography.

| <b>PASS Standards and Objectives<br/>Geography<br/>Grade 7</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Geographic Tools</b>  | <b>4</b>   | <b>9%</b>  |
| Map Concepts   | 4  |  |
| <b>Regions</b>   | <b>12</b>  | <b>27%</b>   |
| Regional Characteristics                                       | 4  |  |
| Conflict/Cooperation   | 4  |  |
| Locations  | 4  |  |
| <b>Physical Systems</b>  | <b>8</b>   | <b>18%</b>   |
| Climate/Weather  | 4  |  |
| Natural Disasters  | 4  |  |
| <b>Human Systems</b>   | <b>8</b>   | <b>18%</b>   |
| World Cultures   | 4  |  |
| Population Issues  | 4  |  |
| <b>Human/Environment Interaction</b>                           | <b>8</b>   | <b>18%</b>   |
| Natural Resources  | 4  |  |
| Human Modification   | 4  |  |
| <b>Geographic Skills</b>                                       | <b>5</b>   | <b>11%</b>   |
| Maps/Charts/Graphs   | 5  |  |
| <b>Total Test</b>  | <b>45*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 7 Geography

Students received an OPI score based on their performance on the Grade 7 OCCT in Geography. 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.

| <b>OPI Score Range</b> | <b>Performance Level</b> |
|------------------------|--------------------------|
| 847–990                | Advanced                 |
| 700–846                | Satisfactory             |
| 595–699                | Limited Knowledge        |
| 400–594                | Unsatisfactory           |

### Performance Level Descriptors: Grade 7 Geography

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

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

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

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

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

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

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

#### **The Grade 8 Mathematics Test**

The Grade 8 OCCT in Mathematics consists of 45 multiple-choice items and is administered in an online format. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session. Students who were unable to take the online test were given a paper and pencil test upon receiving approval from the Oklahoma State Department of Education.

#### ***PASS* Standards and Objectives: Grade 8 Mathematics**

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

## SECTION III: GRADE 8

The following table shows the *PASS* Standards and Objectives included in the Grade 8 OCCT in Mathematics.

| <i>PASS</i> Standards and Objectives<br>Mathematics<br>Grade 8 | Number of Items<br>on the 2010 Test<br>in this Category | Approximate<br>Percentage of<br>Items on the Test |
|--|---|---|
| <b>Algebraic Reasoning</b>                                     | <b>9</b>  | <b>20%</b>  |
| Equations  | 5   |   |
| Inequalities   | 4   |   |
| <b>Number Sense</b>  | <b>8</b>  | <b>18%</b>  |
| Rational Numbers/Proportions                                   | 4   |   |
| Exponents  | 4   |   |
| <b>Geometry</b>  | <b>8</b>  | <b>18%</b>  |
| Classify Solids  | 4   |   |
| Pythagorean Theorem  | 4   |   |
| <b>Measurement</b>   | <b>12</b>   | <b>27%</b>  |
| Estimate Surface Area/Volume                                   | 4   |   |
| Similar Figures  | 4   |   |
| Formulas   | 4   |   |
| <b>Data Analysis and Statistics</b>                            | <b>8</b>  | <b>18%</b>  |
| Data Representation  | 4   |   |
| Measures of Central Tendency                                   | 4   |   |
| <b>Total Test</b>  | <b>45*</b>  | <b>100%**</b>                                     |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 8 Mathematics

Students received an OPI score based on their performance on the Grade 8 OCCT 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 |
|-----------------|-------------------|
| 771–990         | Advanced          |
| 700–770         | Proficient        |
| 662–699         | Limited Knowledge |
| 400–661         | Unsatisfactory    |

### Performance Level Descriptors: Grade 8 Mathematics

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

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

- Compare, order, and use different forms of positive and negative rational numbers to solve problems.
- Solve single- and multi-step algebraic equations and inequalities.
- Develop, select, and apply appropriate formulas for given situations.
- Classify solid figures and apply the concepts of surface area and volume to real world settings.
- Use ratio and proportion to solve problems involving similar geometric figures.
- Determine probabilities of uncertain events happening.
- Analyze samples and select and apply appropriate charts and graphs to represent collected data.

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

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

### **The Grade 8 Reading Test**

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

The test was estimated to take 95 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session. Students who were unable to take the online test were given a paper and pencil test upon receiving approval from the Oklahoma State Department of Education.

### **PASS Standards and Objectives: Grade 8 Reading**

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

## SECTION III: GRADE 8

The following table shows the *PASS* Standards and Objectives included in the Grade 8 OCCT in Reading.

| <b>PASS Standards and Objectives<br/>Reading<br/>Grade 8</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Vocabulary</b>  | <b>6</b>   | <b>12%</b>   |
| Words in Context   | 3  |  |
| Word Origins   | 1  |  |
| Idioms and Comparisons                                       | 2  |  |
| <b>Comprehension/Critical Literacy</b>                       | <b>21</b>  | <b>42%</b>   |
| Literal Understanding  | 4  |  |
| Inferences and Interpreting                                  | 6  |  |
| Summary and Generalization                                   | 5  |  |
| Analysis and Evaluation                                      | 6  |  |
| <b>Literature</b>  | <b>15</b>  | <b>30%</b>   |
| Literary Genres  | 4  |  |
| Literary Elements  | 5  |  |
| Figurative Language/Sound Devices                            | 6  |  |
| <b>Research and Information</b>                              | <b>8</b>   | <b>16%</b>   |
| Accessing Information  | 4  |  |
| Interpreting Information                                     | 4  |  |
| <b>Total Test</b>  | <b>50*</b>   | <b>100%**</b>  |

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 8 Reading

Students received an OPI score based on their performance on the Grade 8 OCCT 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.

| <b>OPI Score Range</b> | <b>Performance Level</b> |
|------------------------|--------------------------|
| 833–990                | Advanced                 |
| 700–832                | Proficient               |
| 655–699                | Limited Knowledge        |
| 400–654                | Unsatisfactory           |

### Performance Level Descriptors: Grade 8 Reading

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

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

- Utilize a variety of strategies to determine literal and non-literal word meanings.
- Analyze idioms and comparisons to infer literal and figurative meanings.
- Determine the purpose for reading a passage.
- Determine author's purpose and distinguish between various points of view, accuracy of text, and fact/opinion.
- Connect, compare, and contrast ideas, themes, and issues across texts.
- Infer, predict, and generalize ideas.
- Determine main idea and themes (stated or implied) and recognize relevance of details.
- Analyze character traits, conflicts, and points of view.
- Analyze structural elements of plot, subplot, and climax.
- Analyze characteristics of genres and subgenres.
- Interpret figurative language and elements of poetry.
- Interpret literary devices.
- Use appropriate strategies to organize and summarize information.
- Identify instances of persuasion, propaganda, and faulty reasoning in text.

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

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

### The Grade 8 Science Test

The Grade 8 OCCT in Science consists of 45 multiple-choice items. The test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### **PASS Standards and Objectives: Grade 8 Science**

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

The following table shows the *PASS* Process Standards and Objectives included in the Grade 8 OCCT in Science.

| <b>PASS Process Standards and Objectives<br/>Science<br/>Grade 8</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Observe and Measure</b>   | <b>8</b>   | <b>18%</b>   |
| Qualitative/quantitative observations/<br>changes                    | 4  |  |
| SI (metric) units/appropriate tools                                  | 4  |  |
| <b>Classify</b>  | <b>8</b>   | <b>18%</b>   |
| Classification system  | 4  |  |
| Properties ordered   | 4  |  |
| <b>Experiment</b>  | <b>16</b>  | <b>36%</b>   |
| Experimental design  | 6  |  |
| Identification of variables  | 6  |  |
| Hazards/safety practices   | 4  |  |
| <b>Interpret and Communicate</b>                                     | <b>13</b>  | <b>29%</b>   |
| Data tables/line/bar/trend/circle graphs                             | 7  |  |
| Explanations/predictions   | 6  |  |
| <b>Total Test</b>  | <b>45*</b>   | <b>100%**</b>  |

\*A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard. While the actual number of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

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

## SECTION III: GRADE 8

The following table shows the *PASS* Content Standards and Objectives included in the Grade 8 OCCT in Science.

| <b>PASS Content Standards and Objectives<br/>Science<br/>Grade 8</b>   | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Properties and Chemical Changes in Matter</b><br>Chemical reactions<br>Conservation of matter   | <b>8</b><br>4<br>4   | <b>19%</b>   |
| <b>Motion and Forces</b><br>Motion of an object<br>Object subjected to a force   | <b>8</b><br>4<br>4   | <b>20%</b>   |
| <b>Diversity and Adaptations of Organisms</b><br>Classification<br>Internal and external structures  | <b>9</b><br>5<br>4   | <b>22%</b>   |
| <b>Structures and Forces of the Earth and<br/>Solar System</b><br>Landforms result from constructive and<br>destructive forces<br>Rock cycle | <b>8</b><br>4<br>4   | <b>20%</b>   |
| <b>Earth's History</b><br>Catastrophic events<br>Fossil evidence   | <b>8</b><br>4<br>4   | <b>19%</b>   |
| <b>Total Test</b>  | <b>41*</b>   | <b>100%**</b>  |

Safety items are not included within the content blueprint.

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

\* A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard.

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

### Performance Levels: Grade 8 Science

Students received an OPI score based on their performance on the Grade 8 OCCT 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.

| <b>OPI Score Range</b> | <b>Performance Level</b> |
|------------------------|--------------------------|
| 829–990                | Advanced                 |
| 700–828                | Satisfactory             |
| 647–699                | Limited Knowledge        |
| 400–646                | Unsatisfactory           |

### Performance Level Descriptors: Grade 8 Science

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

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

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

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

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

### **The Grade 8 U.S. History, Constitution, and Government Test**

The Grade 8 OCCT in U.S. History, Constitution, and Government consists of 45 multiple-choice items. This test was estimated to take 60 minutes. However, since this was not a timed test, additional time was available to all students as an immediate extension of the testing session.

#### **PASS Standards and Objectives: Grade 8 U.S. History, Constitution, and Government**

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

The following table shows the *PASS* Standards and Objectives included in the Grade 8 OCCT in U.S. History, Constitution, and Government.

| <b><i>PASS</i> Standards and Objectives<br/>U.S. History, Constitution, and Government<br/>Grade 8</b> | <b>Number of Items<br/>on the 2010 Test<br/>in this Category</b> | <b>Approximate<br/>Percentage of<br/>Items on the Test</b> |
|--|--|--|
| <b>Social Studies Process Skills</b>   | <b>6</b>   | <b>13%</b>   |
| <b>Causes of the American Revolution</b>   | <b>5</b>   | <b>11%</b>   |
| <b>Results of the American Revolution</b>  | <b>5</b>   | <b>11%</b>   |
| <b>Governing Documents/Early Federal Period</b>  | <b>6</b>   | <b>13%</b>   |
| <b>Northern/Southern Economic Growth</b>   | <b>4</b>   | <b>9%</b>  |
| <b>Jacksonian Era</b>  | <b>4</b>   | <b>9%</b>  |
| <b>Cultural Growth and Reform</b>  | <b>4</b>   | <b>9%</b>  |
| <b>Westward Movement</b>   | <b>6</b>   | <b>13%</b>   |
| <b>Eve of War</b>  | <b>5</b>   | <b>11%</b>   |
| <b>Total Test</b>  | <b>45*</b>   | <b>100%**</b>  |

\*A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report results for a standard. While the actual number of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

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

## SECTION III: GRADE 8

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

Students received an OPI score based on their performance on the Grade 8 OCCT in U.S. History, Constitution, and Government. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

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

### **Performance Level Descriptors: Grade 8 U.S. History, Constitution, and Government**

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

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

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

**Unsatisfactory:** Students scoring at the Unsatisfactory performance level demonstrate a poor understanding of the skills (e.g., identification and analysis of primary and secondary sources; synthesis; evaluation; prediction; assessment; explaining cause and effect; comparing and contrasting; distinguishing among propaganda, fact, and opinion; and interpretation) expected of all students at the eighth grade level in United States History. Students scoring at this level should be provided comprehensive remedial instruction in United States History, Constitution, and Government.

### **The Grade 8 Writing Test**

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

In 2010, the OCCT in Writing consisted of one operational prompt that was administered to all students in Grade 8. Due to bad weather this year, the testing window was extended to February 24 or March 3.

### **Grade 8 Scoring Criteria for Writing**

Scoring criteria are based on the *PASS* Standards and Objectives where each student’s Writing test paper received two types of test scores: Analytic Scores and a Composite Score.

**Analytic Scores:** A student’s writing is given five analytic scores that focus on specific writing skills. Each Analytic Score represents an analytic trait. With each analytic trait the student will earn a score which ranges from 4 (the highest score) to 1 (the lowest score). Together, these five analytic trait scores provide a profile of the specific strengths and challenges of the student’s writing. These scores are also used to determine the Composite Score.

Below is a table which represents the five analytic traits and the weights attributed to each analytic score:

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

**Composite Score:** The Composite Score reflects how well students can integrate writing techniques to produce a good paper. Characteristics of a good paper include such factors as attention to topic, content development, organization, and the flow of language from beginning to end.

A student’s Composite Score is determined by assigning various weights to the five analytic traits as noted above. The weights are assigned based on the importance of each trait.

### Unscorable Responses

Papers that do not meet certain criteria cannot be scored. Such responses fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response about a topic different from the assigned task

Unscorable responses are not given Analytic or Composite scores. These responses are given the Performance Level of Unsatisfactory.

## Analytic Scores for Grade 8 Writing

The following are the actual scoring rubrics used to assign the five analytic scores.

### Ideas and Development 30%

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

**Organization, Unity, and Coherence 25%**

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

**Word Choice 15%**

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

**Sentences and Paragraphs 15%**

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

**Grammar, Usage, and Mechanics 15%**

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

### Composite Scores and Performance Levels: Grade 8 Writing

Based upon performance on the Grade 8 OCCT in Writing, students are awarded a Writing Composite score, computed with a formula that uses weights for each of the five Analytic Trait scores. Composite scores range from 60 (the highest score possible) to 15 (the lowest score). The Composite score is then used to establish the Performance Level of the student. The following table shows the Composite score ranges for the four Performance Levels for Grade 8 Writing.

| Composite Score Range | Performance Level |
|-----------------------|-------------------|
| 54–60                 | Advanced          |
| 36–53                 | Satisfactory      |
| 25–35                 | Limited Knowledge |
| 15–24                 | Unsatisfactory    |

### Performance Level Descriptors: Grade 8 Writing

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

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

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

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

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