



OKLAHOMA STATE DEPARTMENT OF EDUCATION

To: Math Teachers, Lead Math Teachers, Math Department Chairs, and Math Curriculum Coordinators

From: Sonya Fitzgerald, Assistant Director of State Testing; Levi Patrick, Director of Secondary Mathematics Education; Jennifer Lamb, Director of Elementary Mathematics Education

Date: May 13, 2014

Re: Calculator Designation Clarification from Measured Progress for Grades 6-8

The following calculator designations have been submitted to the Oklahoma State Department of Education by Measured Progress, the vendor for the 2014-2015 Oklahoma College and Career Ready Assessment for mathematics in grades 3 through 8:

As stated in the OCCRA Calculator Policy^{1,2}, calculator use is allowed in grades 6-8 and high school. In grades 3-5 calculators are only allowed as an approved accommodation for students on an IEP or 504 Plan.

For grades 6-8 items are classified in one of three ways — **non-calculator**, **calculator active**, and **calculator neutral**. A brief description of each of these designations and examples of the Oklahoma Academic Standards that generally fall into these designations follows:

1. **Non-Calculator Items** are assigned this label when the construct that is being assessed relates to computational skills, solving equations, and basic algebraic skills. Items that are based on fluency, calculations that can reasonably be completed by hand, and items where calculator usage is not a factor are generally coded non-calculator. Items written to the standards in Table 1 **may** be coded as non-calculator.

TABLE 1: POSSIBLE NON-CALCULATOR ITEMS

6 TH GRADE	7 TH GRADE	8 TH GRADE
6.NS.A.1	7.RP.A.1	8.NS.A.2
6.NS.B.2	7.NS.A.1	8.EE.A.1
6.NS.B.3	7.NS.A.2	8.EE.A.2
6.EE.A.1	7.NS.A.3	8.EE.A.3
	7.EE.A.1	8.EE.A.4
	7.EE.A.2	8.EE.C.7
	7.EE.B.4	

2. **Calculator Active Items** are assigned this label when it is desirable for students to have access to a calculator when formulating their response. These are items for which pencil-and-paper computations would

TABLE 2: POSSIBLE CALCULATOR ACTIVE ITEMS

6 TH GRADE	7 TH GRADE	8 TH GRADE
6.G.A.2	7.G.A.1	8.G.B.7
6.G.A.4	7.G.B.4	8.G.B.8
6.SP.B.5c	7.G.B.5	8.G.B.9
	7.G.B.6	8.SP.A.1
	7.SP.A.2	8.SP.A.3
	7.SP.B.3	8.SP.A.4
	7.SP.B.4	
	7.SP.C.6	
	7.SP.C.8	

¹ OCCRA Calculator Policy: <http://www.ok.gov/sde/sites/ok.gov/sde/files/OCCRA%20Calculator%20Policy%20032414.pdf>

² OKMath Calculator Policy Memo (Updated 4/1/14): <http://www.ok.gov/sde/sites/ok.gov/sde/files/Calc%20Policy%20Memo%204-1-14.pdf>



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be tedious and unnecessarily time consuming and the computation is not the construct being measured. Items written to the standards in Table 2 **may** be coded as calculator active.

3. **Calculator Neutral** Items are assigned this label when the use of a calculator is not needed, for example, items which assess representation of three-dimensional figures using nets made up of rectangles and triangles. Items written to the standards in Table 3 **may** be coded as calculator neutral.

TABLE 3: POSSIBLE CALCULATOR NEUTRAL ITEMS

6 TH GRADE	7 TH GRADE	8 TH GRADE
6.NS.C.5	7.NS.A.1a	8.F.A.1
6.NS.C.6	7.G.A.2	8.F.B.5
6.NS.C.7	7.G.A.3	8.G.A.1
6.EE.B.6	7.SP.A.1	8.G.A.2
6.G.A.3	7.SP.3.5	8.G.A.3
6.SP.A.1		8.G.A.4
6.SP.A.2		
6.SP.A.3		
6.SP.B.4		

Please note that while these are general guidelines, **calculator designations are assigned on an item by item basis** and therefore **items that address the same standard may be given different calculator designations**. Some standards encompass more than one concept. Depending on the part of the standard an item is written to, **the calculator label may vary from item to item**. For example a sixth grade item written to 6.G.A.4 addressing using nets to represent three-dimensional figures is coded calculator neutral.³ A different item written to the same standard but addressing using nets to find the surface area of a figure is coded calculator yes.

If you need further clarification or assistance, please contact any of the following Oklahoma State Department of Education staff.

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³ 6.G.A.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.