



Oklahoma Modified Alternate Assessment Program (OMAAP)

English II

PARENT, STUDENT, AND TEACHER GUIDE



2012–2013

Oklahoma State Department of Education

2704155

Acknowledgment

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**Testing Dates
2012–2013 School Year**

Winter Testing
December 3–December 21, 2012

Trimester Testing
January 21–February 8, 2013

Spring Testing
April 15–May 3, 2013

Summer Testing
June 3–August 2, 2013

Writing Tests

Winter Testing
December 11–12, 2012

Trimester Testing
January 29–30, 2013

Spring Testing
April 23–24, 2013



**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Modified Alternate Assessment Program. These tests are designed to measure knowledge in Mathematics, Reading, Science, and History.

You will receive a report on your child's performance on the tests. This report will indicate your child's areas of strength as well as areas needing improvement.

This guide provides practice questions, objectives covered in the tests, and a list of test-taking tips. Discuss these materials with your child ahead of time to encourage test preparedness. During the test week, it is very important for students to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Modified Alternate Assessment Program, please contact your local school or the State Department of Education.

Sincerely,
Your State Superintendent of
Public Instruction

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The Oklahoma Modified Alternate Assessment Program

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and careers that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, Oklahoma C³ Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program (OSTP) to measure students' progress in mastering the Oklahoma C³ Standard objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma C³ Standard objectives at the end-of-instruction levels. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The Oklahoma Modified Alternate Assessment Program (OMAAP) is a criterion-referenced testing program which compares a student's performance with performance standards established by the State Board of Education. The performance standards are based upon recommendations from groups of Oklahoma educators who evaluated the test and recommended the performance standards for the different levels of performance for each test. The Oklahoma Performance Index, or OPI, is a scaled score earned by a student that places the student into one of the four performance levels (Advanced, Satisfactory, Limited Knowledge, Unsatisfactory).

The Modified assessments have been developed for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students, even after receiving the best-designed instructional interventions from highly qualified teachers. The Modified assessments are intended for those students for whom both the Oklahoma Alternate Assessment Program (OAAP) or portfolio, and the Oklahoma Core Curriculum Tests (OCCT) general assessments are inappropriate.

The Modified assessments provide information about subject-level student academic performance in Reading, Mathematics, Science, and History in relation to the Oklahoma C³ Standards based on modified achievement standards. End-of-Instruction assessments are available in the following subjects:

English II

Algebra I

Biology I

U.S. History

These assessments provide informative data that educators can use to make instructional decisions, based on student performance in relation to the Oklahoma C³ Standards. District and school reports include detailed diagnostic information.

Achieving Classroom Excellence (ACE) End-of-Instruction Legislation

The state statute reads as follows: “Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma.” All students shall take the tests prior to graduation, unless otherwise exempt by law.

“Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History.”

To demonstrate mastery, the student shall attain at least a satisfactory score on the end-of-instruction criteria. Students who do not attain at least a satisfactory score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test up to three times each calendar year or will be allowed to substitute approved alternate tests in order to meet this requirement. School districts shall report the student’s performance levels on the end-of-instruction tests on the student’s high school transcript.

Overview of the OMAAP Tests

Each year’s OMAAP tests are built from previously administered items contained in the OCCT operational test forms.

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

Subject Area	Modification Rules and Guidelines
Universal	<ul style="list-style-type: none"> • Minimize the number of questions on the page (limit to 2 or 3). • Provide only three answer options instead of four. • Highlight the main points in the question or passage by underlining and using bold font. • Avoid questions that require students to select the better/best answer. • Be consistent in wording of directions across grades and subjects. • Minimize the use of pronouns and prepositional phrases. • Avoid the use of multiple-meaning words and words that can function as more than one part of speech. • Enlarge art when possible. • Simplify art when possible, (i.e. remove unnecessary labels, use less gray scale, use thicker lines when outlining, etc.). • Box informational text in an item. • Bullet information when possible (e.g. bullet detailed information or processes). • Reduce reading load of stem, stimuli, and answer options when possible. • Revise answer options to address parallelism and minimize outliers.
English II	<ul style="list-style-type: none"> • Break passages into smaller portions. • Place the questions that pertain to the smaller portion underneath or on a page facing that section. • Use footnotes for grades 6–8 and English II. • Put items in order of appearance in the passage. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics (e.g. remove “most likely”). • Delete one part of a compound answer choice when possible. • Change passive voice to active voice when appropriate. • Eliminate answer choices that give students the option of making no changes to the item. • Direct student attention to graphics. • Simplify visual complexity of graphics.
Writing Prompt/ English II	<ul style="list-style-type: none"> • Simplify the prompt. • Simplify the Writer’s Checklist. • Use a 3-point holistic writing rubric.

Subject Area	Modification Rules and Guidelines
<p style="text-align: center;">Algebra I</p>	<ul style="list-style-type: none"> • Unless required by standard, avoid items with negative and positive answer choices that use the same number. • Place any items with coordinate grids on one page. • Be consistent with qualifiers in the stem and answer choices. • Avoid questions that use “best” or “closest.” • Avoid complicated art. • List coordinate grids in answer options vertically with plenty of space between the answer options to make the grids more accessible to the visually impaired (however, avoid spanning item over two pages). • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete one part of a compound answer choice when possible. • Delete griddable items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating math vocabulary. • Change passive voice to active voice when appropriate. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in items when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item. • Provide explicit directions to explain a process such as measuring (as long as it does not impact reading load).

Subject Area	Modification Rules and Guidelines
Biology I	<ul style="list-style-type: none"> • Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Box formulas to make them stand out. • Make sure answer options align to content and process. • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete cluster items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating science vocabulary. • Change passive voice to active voice when appropriate. • Change items from an open-ended statement to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic; science content must remain accurate. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in items when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide the appropriate formula and/or conversion near the item. • For Biology I, avoid using items that reference x and y axis on a graph.

Subject Area	Modification Rules and Guidelines
U.S. History	<ul style="list-style-type: none"> • Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Simplify maps. • Box formulas to make them stand out. • Delete one part of a compound answer choice when possible. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating social studies vocabulary. • Change passive voice to active voice when appropriate. • Change items from an open-ended statement ending to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Provide definition of non-tested vocabulary in a text box near item and bold the defined term in the item or provide definition in brackets behind the word. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Delete items that cannot be modified based on guidelines.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Modified Alternate Assessment. Test-taking skills cannot replace studying based on the Oklahoma C³ Standards, which serve as the foundation for the tests.

General Test-Taking Tips:

- DO...** read this guide carefully and review the sample items.
- DO...** make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.
- DON'T...** wait until the last minute to study for the test. These tests cover a lot of material, and you cannot learn it all in a short amount of time.
- DON'T...** worry about the tests. Students who are calm and sure of themselves do better on tests.

Tips for the Multiple-Choice Tests:

- DO...** read each question and every answer choice carefully. Choose the best answer for each question.
- DO...** check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- DO...** read the reading selections for the English II test carefully.
- DO...** remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.
- DO...** mark all your answers in the test book.
- DON'T...** allow any stray pencil marks to go inside of the question boxes from working problems or making notes in your test book.
- DON'T...** spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

Tips for Completing the Writing Task:

- DO...** read the Writing task carefully and be sure to write about that topic.
- DO...** plan what you want to say before writing. Use the “Planning” page in your answer document to help you plan. This page will not be scored.
- DO...** use the “Writer’s Checklist” in your answer document to remind you of what to look for as you revise and edit your paper.

The English II Test

The English II Test is administered in two sections over the course of two days. Section 1 of the test is the Writing prompt. Section 2 is the Multiple-Choice test. Each section is in a separate book and takes about 60 minutes to complete, including testing directions.

The test is not strictly timed. Testing sessions for students who need more time can be extended. However, some studies have shown that more than one hour of additional time can contribute to a decrease in student scores. This additional time is available as an immediate extension of the testing session; it is not available as a separate session at another time.

Students who finish a test early should make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Once a test has been completed, students will not be allowed to reopen their test books.

The following sections of this guide:

- list the Oklahoma C³ Standards that are covered on the English II End-of-Instruction test.
- present the scoring criteria for the written response.
- present the blueprint.
- present a sample Writing prompt.
- present directions and a sample test.

Oklahoma C³ Standards (2010 Revision)

The Oklahoma C³ Standards measured in the End-of-Instruction English II test are presented below. They represent the portion of the Language Arts, Grade 10 Oklahoma Core Curriculum that is applicable to English II course study and that can be assessed in a statewide testing program. The Oklahoma C³ Standards for English II are grouped under two major strands by standards, with specific objectives listed under each standard. Student performance on the Multiple-Choice test will be reported at the standard level.

End-of-Instruction English II

LANGUAGE ARTS

READING/LITERATURE: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: VOCABULARY: The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material, such as glossary, dictionary, thesaurus, and available technology, to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.

Standard 2: COMPREHENSION: The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organization patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).
2. Inferences and Interpretation
 - a. Use elements of the text to defend responses and interpretations.
 - b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
3. Summary and Generalization
 - a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
4. Analysis and Evaluation
 - a. Discriminate between fact and opinion and fiction and nonfiction.
 - b. Evaluate deceptive and/or faulty arguments in persuasive texts.
 - c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

Standard 3. LITERATURE: The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Conduct an in-depth analysis of the themes of these works.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.
 - b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myth and legend, mystery, and editorial.
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, and point of view and how they are addressed and resolved.
 - b. Explain how an author’s viewpoint or choice of a narrator affects the characterization and the tone, plot, mood, and credibility of a text.
 - c. Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

3. **Figurative Language and Sound Devices**—Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
4. **Literary Works**—The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

Standard 4: RESEARCH AND INFORMATION: The student will conduct research and organize information.

1. **Accessing Information**—Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. **Interpreting Information**—Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author’s viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

WRITING/GRAMMAR/USAGE AND MECHANICS: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: WRITING PROCESS: The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
 - b. analyze audience and purpose:
 - i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
 - ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.
 - c. analyze appropriate mode/genre.
 - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
 - e. revise for appropriateness of organization, content, and style.
 - f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - g. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
 - a. draft a text with a clear controlling idea or thesis.
 - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
 - c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.

- d. apply a consistent and appropriate point of view.
 - e. understand and apply formal and informal diction.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing:
- a. read the draft from the intended audience’s point of view to evaluate clarity of purpose.
 - b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
 - c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
 - d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
 - e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
 - f. evaluate whether sentence structures are varied in type, length, and complexity.
4. Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:
- a. apply Standard English usage, spelling and mechanics to text.
 - b. correct errors in grammatical conventions.
 - c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
 - d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).
 - e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.

Standard 2: MODES AND FORMS OF WRITING: The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

Standard 3: GRAMMAR/USAGE AND MECHANICS: The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.

1. Standard English Usage—The student will demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Use nominative, objective, possessive nouns.
 - c. Use abstract, concrete, and collective nouns.
 - d. Use correct verb forms and tenses.
 - e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
 - f. Distinguish transitive, intransitive, and linking verbs.
 - g. Distinguish active and passive voice.
 - h. Use correct pronoun/antecedent agreement and clear pronoun reference.
 - i. Use correct forms of positive, comparative, and superlative adjectives.
 - j. Use correct form of conjunction (coordinating, correlating, or subordinating).
 - k. Use appositives and verbals in compositions.
2. Mechanics and Spelling—The student will demonstrate appropriate language mechanics in writing.
 - a. Apply capitalization rules appropriately in writing.
 - b. Punctuate in writing including:
 - i. commas
 - ii. quotation marks
 - iii. apostrophes, colons, and semicolons
 - iv. ellipsis
 - v. hyphens, dashes, parentheses, and brackets

- c. Demonstrate correct use of punctuation in research writing including:
 - i. formal outline
 - ii. parenthetical documentation
 - iii. works cited/bibliography
 - d. Use correct formation of plurals.
 - e. Use correct spelling including:
 - i. commonly misspelled words and homonyms
 - ii. spell consonant changes correctly (example recede/recession; transmit/transmission)
 - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
3. Sentence Structure—The student will demonstrate appropriate sentence structure in writing.
- a. Identify and use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
 - e. Correct comma splices.
 - f. Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
 - g. Use a variety of sentence structures and lengths to create a specific effect.

Writing to Modes

Each student taking the English II End-of-Instruction test will write an essay to one of the following modes: narrative, descriptive, expository, persuasive, or reflective. Essays written to each of these modes are assessed using the scoring rubrics and analytic scores included in the following pages.

A **narrative essay** tells about a personal experience or reports on an observed event. In a narrative, events unfold over time. The writer develops the narrative by using specific details and may include personal reactions to the experience or event.

A **descriptive essay** describes a person, place, thing, or experience with enough vivid details that the reader can imagine what the writer is describing. The writer uses precise vocabulary and may use sensory language to evoke images.

An **expository essay** is informative by nature and helps readers understand new information. It may be structured in a variety of ways, including, but not limited to, step-by-step progression, compare and contrast, cause and effect, problem and solution, or extended definition.

A **persuasive essay** tries to convince readers to think or act in a certain way or to accept a particular viewpoint. The writer supports a position with logic, facts, reasons, examples, and/or arguments.

A **reflective essay** presents the writer's personal reflections on or reactions to a quotation or an idea. The writer may choose to write about literature, about a life experience, about a person who has had an impact on the writer's life, or even about an inanimate object—as long as the writer can reflect about it, the subject is appropriate.

Scoring Criteria for Written Response

Holistic Scores

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

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

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

- No response or just a restatement of the prompt
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response that is off the topic of the Writing task

**Oklahoma School Testing Program
Oklahoma Modified Alternate Assessment Program
English II
Test Blueprint for School Year 2012–2013**

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

C³ Standards and Objectives	Ideal Number of Items	Ideal¹ Percentage of Items
Vocabulary (1.0)	6–7	13%–15%
Comprehension (2.0)	9–10	20%–22%
Literal Understanding (2.1)	1–3	
Inferences and Interpretation (2.2)	2–4	
Summary and Generalization (2.3)	2–4	
Analysis and Examination (2.4)	1–3	
Literature (3.0)	12–13	26%–28%
Literary Genres (3.1)	2–3	
Literary Elements (3.2)	3–5	
Figurative Language and Sound Devices (3.3)	3–5	
Literary Works (3.4)	2–3	
Research and Information (4.0)	6–7	13%–15%
Accessing Information (4.1)	2–4	
Interpreting Information (4.2)	2–4	
Writing (1.0/2.0)	1 (3 pts)	7%
Writing Prompt	1	
Grammar/Usage and Mechanics (3.0)	7–8	15%–17%
Standard English Usage (3.1)	2–3	
Mechanics and Spelling (3.2)	2–3	
Sentence Structure (3.3)	2–3	
Total Test	41–44² (43–46 pts)	100%

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

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

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

- Student performance on the multiple-choice test will be reported at the standard level. A minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.
- The current Oklahoma C3 English II standards are the same standards as the PASS English II standards. In 2014–2015 the ELA Common Core State Standards will be assessed.



Sample Writing Prompt

Original Prompt

Write an essay in which you describe a time in your life when you learned something about the power of words. These words may have encouraged you, inspired you, or changed your way of thinking. Be sure to include an introduction, a body, and a conclusion in your writing.

Oklahoma C³ Standard Alignment:

- Standard 1. Writing Process—The student will use the writing process to write coherently.**

- Standard 2. Modes and Forms of Writing—The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.**



Modified Prompt

Think about a time when something was said that affected you. The words may have

- helped you;
- encouraged you;
- changed your feelings; or
- changed your way of thinking.

Write an essay about how these words affected you. Be sure to include an introduction, a body, and a conclusion in your writing.

The following pages provide additional information about the Writing section and an opportunity for students to practice writing to the sample prompt.



Writer's Checklist

When scorers evaluate your writing, they will look for evidence that you can:

- respond to the prompt;
- develop your ideas thoroughly;
- organize your ideas;
- stay focused on your purpose for writing;
- make your writing thoughtful and interesting; and
- use correct capitalization, punctuation, grammar, usage, and sentence structure.



Planning Page

Writing Topic:

Think about a time when something was said that affected you. The words may have

- helped you;
- encouraged you;
- changed your feelings; or
- changed your way of thinking.

Write an essay about how these words affected you. Be sure to include an introduction, a body, and a conclusion in your writing.



On the following page, you may PLAN your composition. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing. Do not write your final draft on these pages. Any writing on these pages will not be scored. Write your composition on the lined pages that follow.



Planning Page

A large, empty rectangular box with a black border, intended for students to write their planning notes.



A large rectangular area with a black border, containing 25 horizontal lines for writing.



Sample Item

Original Item

Oklahoma C³ Standard Alignment:

Standard 3. Literature: The student will read, construct meaning, and respond to a wide variety of literary forms; 3.2 Literary Elements—Demonstrate knowledge of literary elements; a. Describe and analyze elements of fiction, including plot, conflict, character, setting, theme, mood, point of view, and how they are addressed and resolved.

Sample Selection

A Birthday Challenge

Dangling her feet over the edge of the cave, Janelle put on her backpack, equipped with water, extra batteries, an energy bar, a light windbreaker—things she thought she wouldn't need. Still, her friend Ethan wouldn't let her go without a safety kit. Ethan had promised her an hour to herself and then he would follow. He had pledged her that much time alone only because it was her birthday, not because he understood how important this experience was for her. She set her watch to chime on the hour. In thirty minutes, the alarm would sound, and she would know Ethan would not be far behind.

Janelle lowered herself into the gaping limestone mouth in the hillside. Cautiously, she maneuvered from foothold to foothold, stone to rock, before her boot touched the yielding softness of soil. A creature skittered within centimeters of her foot. Janelle stood frozen, her heart pounding, as if she were face to face with a bear, instead of what she knew must be some tiny creature. The splash of a frog, vanishing into the protection of the water, reassured her.

SAMPLE

The main character Janelle can be described as

- Ⓐ a lost adventurer
- Ⓑ a curious explorer
- Ⓒ a careless planner
- Ⓓ a thoughtful friend

Modified Item

Sample Selection

A Birthday Challenge

Dangling her feet over the edge of the cave, Janelle put on her backpack, equipped with water, extra batteries, an energy bar, a light windbreaker—things she thought she wouldn't need. Still, her friend Ethan wouldn't let her go without a safety kit. Ethan had promised her an hour to herself and then he would follow.

He had pledged her that much time alone only because it was her birthday, not because he understood how important this experience was for her. She set her watch to chime on the hour. In thirty minutes, the alarm would sound, and she would know Ethan would not be far behind.

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SAMPLE

The main character Janelle can be described as

- Ⓐ a lost adventurer.
- Ⓑ a curious explorer.
- Ⓒ a thoughtful friend.

Please note: Reading passages on the OMAAP will be the same length as the passages presented on the OCCT. However, instead of reading the entire passage and then answering all questions, students who take the OMAAP will find that the passages have been divided into smaller sections with questions between each section.

Details of Item Edit:

- Answer choice C was removed.



English II Sample Test Directions

The sample test is a condensed version of a test, similar to the test you will be taking in this content area.

Sample Test Directions

1. Read each question to yourself.
2. Think of the best answer.
3. Answers will be marked directly in the test book.
4. Mark the circle for the answer you have chosen directly on the corresponding letter (as shown in the example below).

Example:

SAMPLE

The main character Janelle can be described as

- Ⓐ a lost adventurer.
- Ⓑ a curious explorer.
- Ⓒ a thoughtful friend.



Sample Test

Read the selection. Read each question and choose the best answer. Then mark the circle for the answer you have chosen.

Hearts & Hands

by O. Henry

- 1 At Denver, many passengers got on the east-bound express train. In one coach there sat a very pretty young woman dressed in expensive clothes. Among the newcomers were two young men. One was handsome with a bold manner. The other was glum-faced and roughly dressed. They were handcuffed together.
- 2 They walked down the aisle of the coach. The only empty seat faced the attractive young woman. Here the linked men sat down. Suddenly the young woman smiled and held out her hand.
- 3 "Well, Mr. Easton, if you will make me speak first, I suppose I must. Don't you recognize old friends when you meet them in the West?"
- 4 The younger man was at first surprised. Then he took her fingers in his left hand.
- 5 "It's Miss Fairchild," he said with a smile. "Please excuse the other hand. It's otherwise engaged at present."
- 6 He raised his right hand, handcuffed to the left one of the other man. The glad look in the girl's eyes slowly changed to horror. Easton was about to speak again, but the glum-faced man spoke instead. He had been watching the girl's face with his keen eyes.
- 7 "You'll excuse me for speaking, Miss, but I see you know the marshal here. If you'll ask him to speak a word for me when we get to the pen, it'll make things easier for me. He's taking me to Leavenworth Prison. Seven years for counterfeiting."



- 8 "Oh," said the girl. "So that is what you're doing out here. A marshal!"
- 9 "My dear Miss Fairchild," said Easton, "I had to do something. Money has a way of taking wing. And you know it takes money to keep step with our crowd in Washington. I saw this opening in the West. Of course, a marshal doesn't have as high a position as an ambassador, but—"
- 10 "The ambassador," said the girl, "doesn't call on me anymore. He needn't ever have done so. And so now you are one of those dashing Western heroes. You ride and shoot and go into all kinds of dangers. That's different from the Washington life. You have been missed from that old crowd."

1 Read the following.

I had to do something. Money has a way of taking wing.

The phrase "taking wing" means

- (A) disappearing.
- (B) traveling.
- (C) growing.

2 What does Miss Fairchild mean when she tells Mr. Easton, "You have been missed from that old crowd"?

- (A) Miss Fairchild doesn't have the same friends.
- (B) Miss Fairchild is jealous of Mr. Easton's popularity in Washington.
- (C) Miss Fairchild thinks he is different from the other people she knows in Washington.



Continue reading "Hearts & Hands."

11 The girl's eyes widened as she looked again at the handcuffs.

12 "Don't worry about them, Miss," said the other man.
"Marshals handcuff themselves to their prisoners to keep them from getting away. Mr. Easton knows his business."

13 "Will we see you again in Washington?" asked the girl.

14 "Not soon, I think," said Easton. "My butterfly days are over, I fear."

15 "I love the West," said the girl. Her eyes were shining as she looked out the window. "Mama and I spent the summer here. She went home a week ago. I could live and be happy in the West. The air here agrees with me. Money isn't everything. But people always misunderstand things—"

16 "Mr. Marshal," growled the glum-faced man. "I haven't had a smoke all day. Haven't you talked long enough? Won't you take me to the smoker? I'm dying for a pipe."

17 The linked men stood up.

18 Easton smiled and said, "I can't deny a request for tobacco. Goodbye, Miss Fairchild. Duty calls, you know." He held out his hand for a farewell.

19 "It's too bad you're not going East," she said. "Must you go to Leavenworth?"

20 "Yes," said Easton, "I must."

21 The two men left for the smoker. Two passengers in a seat nearby had heard most of the conversation. One said, "That marshal is a good sort of chap."



22 “He’s pretty young to hold an office like that, isn’t he?” asked the other.

23 “Young?” said the first. “Oh—didn’t you catch on? Did you ever know a marshal to handcuff a prisoner to his right hand?”

3 The marshal pretended to be the prisoner because he wanted

- Ⓐ to spare the lady’s feelings.
- Ⓑ to draw attention to himself.
- Ⓒ to keep Easton from escaping.

4 When Easton talked about his “butterfly days,” he was referring to days when he

- Ⓐ attended college.
- Ⓑ counterfeited money.
- Ⓒ had no responsibilities.

5 This passage is an example of

- Ⓐ an autobiography.
- Ⓑ realistic fiction.
- Ⓒ science fiction.



Read the report, think about what changes you would make, and then answer the questions.

Jackie Robinson

There are certain people in United States history who have made a difference. One of these people are Jackie Robinson, one of the best baseball players of all time. Jackie Robinson was the first African American to play baseball in the big leagues.

Jackie Robinson was born the grandson of a slave. Jackies' mother worked hard to raise her children, but Jackie joined a gang and was always in trouble, until he started playing baseball.

Robinson brought excitement to the game. He was a strong, powerful athlete. In 1949, he was named Rookie of the year, and two years later he was voted the National League's Most Valuable Player, the first black player so honored.



6 Read the following.

One of these people are Jackie Robinson, one of the best baseball players of all time.

Which change should be made to the underlined part?

- Ⓐ will be
- Ⓑ were
- Ⓒ is

7 Read the following.

Jackies' mother worked hard to raise her children, but Jackie joined a gang and was always in trouble, until he started playing baseball.

Which change should be made to the underlined part?

- Ⓐ Jackie's
- Ⓑ Jackies
- Ⓒ Jackies's



8 Read the following.

In 1949, he was named Rookie of the year, and two years later he was voted the National League's Most Valuable Player, the first black player so honored.

Which change should be made to the underlined part?

- Ⓐ Rookie of the Year
- Ⓑ rookie of the year
- Ⓒ Rookie of The Year





Continue reading “Jackie Robinson.”

Later in his life; Jackie Robinson worked for the cause of civil rights. He spoke out against racial discrimination in all aspects of life. Jackie Robinson will be remembered not only as a great athlete. But also as a great human being.

9

Read the following.

Later in his life; Jackie Robinson worked for the cause of civil rights.

Which change should be made to the underlined part?

- Ⓐ life.
- Ⓑ life:
- Ⓒ life,



10 Read the following.

Jackie Robinson will be remembered not only as a great athlete. But also as a great human being.

How should the sentences be written?

- Ⓐ Jackie Robinson will be remembered not only as a great athlete but also as a great human being.
- Ⓑ Jackie Robinson, as a great human being, will be remembered not only as a great athlete.
- Ⓒ Jackie Robinson will be remembered not only as a great athlete; but also as a great human being.



Answer Key

English II			
Item Number	Correct Answer	Strand	Standard/Objective/ Subskill
Sample	B	Reading/Literature	2.3a
1	A	Reading/Literature	3.3a
2	C	Reading/Literature	2.2a
3	A	Reading/Literature	2.2b
4	C	Reading/Literature	2.2a
5	B	Reading/Literature	3.1a
6	C	Writing/Grammar/Usage and Mechanics	3.1d
7	A	Writing/Grammar/Usage and Mechanics	3.2b
8	A	Writing/Grammar/Usage and Mechanics	3.2a
9	C	Writing/Grammar/Usage and Mechanics	3.2b
10	A	Writing/Grammar/Usage and Mechanics	3.3d

